DOCUMENT RESUME

ED 062 519 VT 014 991

TITLE	For Those Developing World of Work Resource Units for Elementary School Teachers.
INSTITUTION	Northern Illinois Univ., De Kalb.
SPONS AGENCY	Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.
NOTE	160p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Behavioral Objectives; *Career Education; Class Activities; *Curriculum Development; *Developmental Programs; Elementary Grades; Industry; Instructional Materials; Learning Activities; Occupational Information; Program Development; *Resource Guides; *Resource Materials; Services; Vocational Education
IDENTIFIERS	ABLE Model Program; Authentic Basic Life Centered Education Model; Career Awareness; *World of Work

ABSTRACT

This package of practical ideas collected by the Authentic Basic Life-Centered Education (ABLE) Model Program should be useful for teachers and administrators who are revising curriculums and writing curriculum guides for the elementary and intermediate level. Suggested units are based on an "organizing center concept" such as banking, baking, and the telephone business, and divided into groupings of: (1) resources (accessibility)--what tools, materials, and human talent can be used to make a unit accessible to the child, (2) content (mobility)--how can the subject material pull together new relationships from past studies, or enable children to encounter the fundamental activities of the community, their religion, their culture, and (3) performance (accomplishment)--how can the child express himself, use different resources, and show others what he has learned. Materials have been tested, evaluated, and revised in a variety of classroom settings. Other materials provide information on (1) interviewing, (2) field trips, (3) staff development activities, (4) career lattices, and (5) 70 suggested classroom activities for occupational exploration. Objectives are clearly stated and activities stress use of all resources, such as role-playing, field trips, and community resources. (JS)

ED 062519

for those developing

world of work

RESOURCE UNITS FOR ELEMENTARY SCHOOL TEACHERS

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EDUCATION & WELFARE
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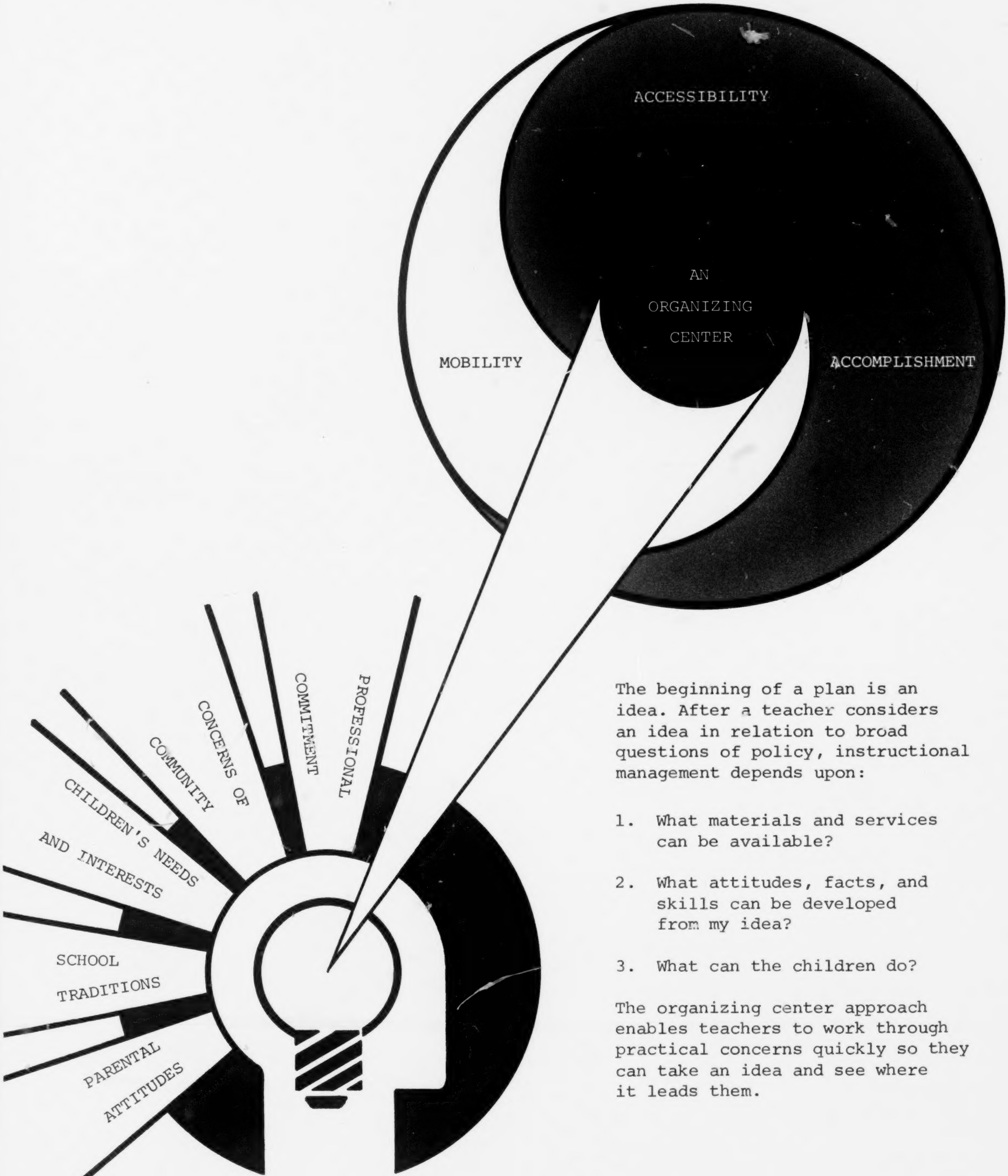
Prepared by ABLE Model Program, Northern Illinois University, in cooperation with the Division of Vocational Technical Education, State of Illinois


ACCESSIBILITY
AN
ORGANIZING
CENTER
MOBILITY
ACCOMPLISHMENT
PROFESSIONAL
COMMITMENT
CONCERNS OF
COMMUNITY
CHILDREN'S NEEDS
AND INTERESTS
SCHOOL
TRADITIONS
PARENTAL
ATTITUDES

The beginning of a plan is an idea. After a teacher considers an idea in relation to broad questions of policy, instructional management depends upon:

1. What materials and services can be available?
2. What attitudes, facts, and skills can be developed from my idea?
3. What can the children do?

The organizing center approach enables teachers to work through practical concerns quickly so they can take an idea and see where it leads them.

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INTRODUCTION

Many people are revising curriculums, writing curriculum guides, resource units, and putting together material which will help elementary school teachers focus upon the World of Work. We felt we could be of service to curriculum specialists who are helping teachers to reorganize classroom activities by gathering practical ideas from many sources and presenting them in one useful package.

Although we have some suggestions for the process of curriculum development, we have only sketched how a school district might utilize committees, visitations, workshops, or consultants. We assume the curriculum planner knows how to involve his teachers.

Several brochures used in our research and development project illustrate specific performance. The practical suggestions have been appreciated by classroom teachers concerned with the details of management. We've organized the material in sections so that parts can be lifted and then amplified to local needs and resources.

Many school administrators will aim for a coordinated, articulated plan for the entire school spectrum K-12. This resource unit *for those who are planning resource units* for their school districts is only a beginning. It presents information intended primarily for the elementary and intermediate grades and does not propose a master plan for all teachers within the system.

One small step by teachers who thoughtfully plan, implement, and evaluate what they teach is worth more to a school system than a highly polished superstructure that is difficult to energize.

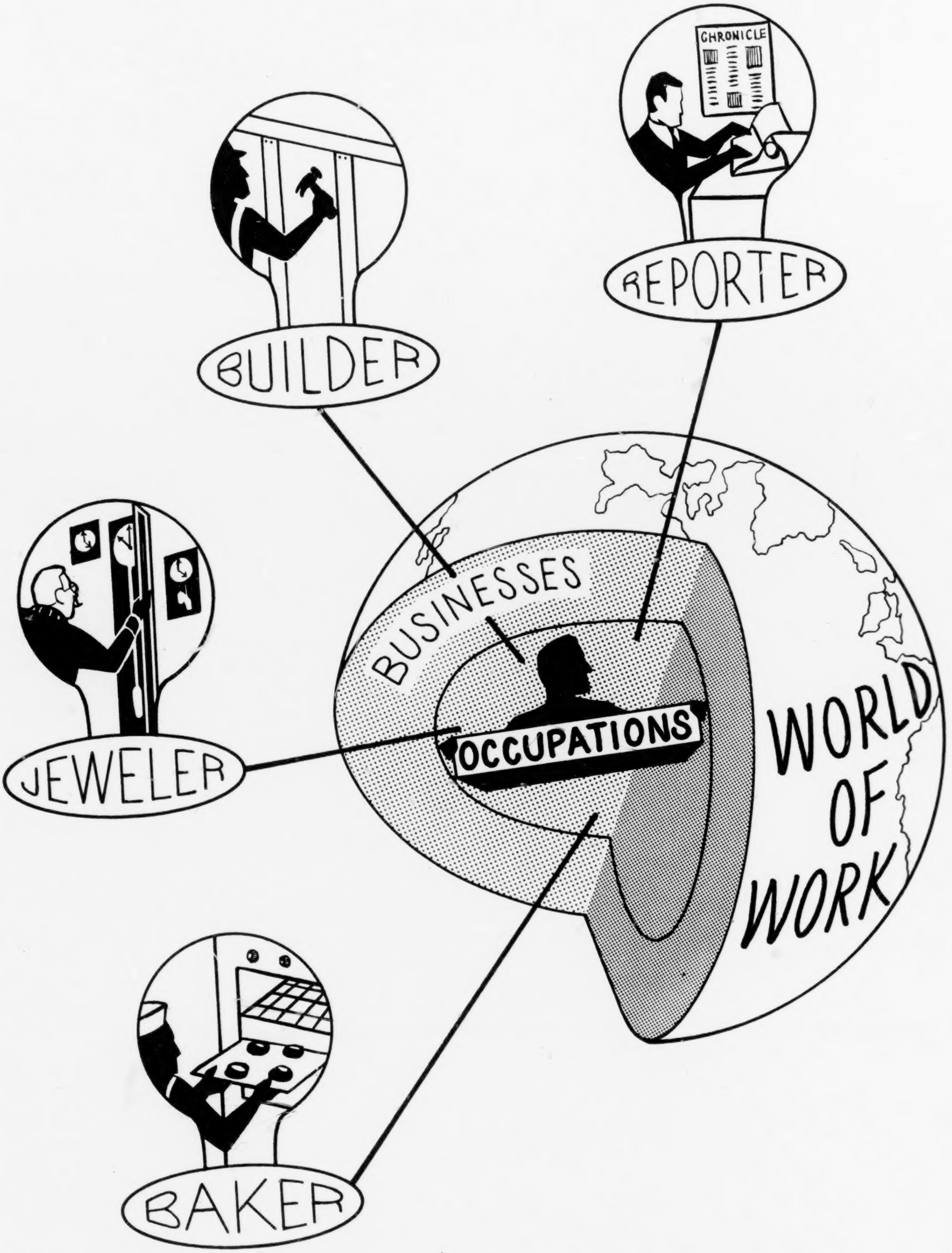
The end product should be what happens to the child. Therefore, what follows has been written with the teacher's imagination in mind. What the teacher thinks about instruction is how the teacher relates to the child.

Each new lesson or unit taught will add to the background of the teacher. Those who produce their own resource booklets should design activities so teachers can try out ideas as soon as possible. The teacher learns by doing, too. Booklets describing the actual lessons of the teachers are helpful because they build identification with the work of the practicing teacher.

A curriculum specialist's work to help teachers share what they have done should be just as thoughtfully planned and executed as the work to motivate new directions and set higher standards.

The frame of reference which follows is our attempt to share some of the most practical ideas we've come across in our first year of operation. Let us know what you need to develop a vigorous program of meaningful activities and we shall try to be relevant to your needs.

Dr. Walter Wernick
Project Director


CHRONICLE
REPORTER
BUILDER
JEWELER
BUSINESSES
OCCUPATIONS
WORLD OF WORK
BAKER

We've included some materials developed by the research and development efforts of the project staff working upon *ABLE Model Program*.

Funded by the Division of Vocational and Technical Education, State of Illinois, as *The World of Work as an Organizing Center for the Curriculum of the Elementary School*, our research has headquarters at Northern Illinois University. From there we have sought to develop a theory of practice with participating teachers in selected school districts in the northern part of the state. Ideas have been developed, tested, refined, transformed, and evaluated in a variety of classroom settings.

The activities of the project are still in process, but the enclosed materials have proven helpful. They are included to suggest practical ways to plan, implement, and evaluate the "new" instruction in the elementary school.

The project also acts as a clearinghouse for the World of Work activities and we trust school districts will send along copies of their curriculum guides to:

ABLE Model Program
Box 32
Northern Illinois University
DeKalb, Illinois 60115

Those who want special consultant help for an elaboration of specific concepts or for problems unique to their localities may call 815-753-1959 for assistance.

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HAVE A HEART

By Dr. Walter Wernick
(Reprinted from the March 1971
NEWSLETTER, Department of Program
Innovations and Pupil Personnel
Services, Office of the
Superintendent of Public Instruction

What holds the elementary school together? What energies pull towards the center? What can the teacher use as a heart for the curriculum?

ABLE Model Program, a newly funded research and development project at Northern Illinois University, is attempting to build a visible model with *The World of Work as the Organizing Center for the Curriculum of the Elementary School.* The research team believes that the study of occupations can be a suitable place to start instruction for young children. With public school districts and the University School, "content" opportunities of occupations are being identified and linked to other significant areas of the traditional curriculum.

The rationale has been suggested by many educational reformers but never organized into an instructional plan of this magnitude. ABLE Model Program is attempting to build a "visible" teacher, one whose planning, implementation, and evaluation are based upon performance criteria. An attempt will be made to place this teacher in "visible" settings so that support systems which aid the teacher's instructional program are also available for review. Accent upon the teacher's drawing upon the resources of the school and community should enable the "systems" approach to portray new dimensions of an elementary school teacher's work.

Northern Illinois University   *DeKalb, Illinois 60115*

Children have a natural interest in seeking contact with working adults. Their wonder of what the future holds for them and their active search for worthwhile expression thrusts them into positive learning roles. A progression from human forms (adult roles) to abstract knowledge (subject matter) appears natural; yet our schools often mirror everything except natural life processes. How often do we find educational planning a mere patchwork quilt of assorted subjects and schedules?

Since living forms evoke maximum stimuli and also contain within themselves the heritage of our civilization, *the study of occupations* affords an excellent vehicle for management of motivations and content. Effective teachers have to be relevant to the lives of learners as well as to their contemporary culture. With *organizing centers formed from life-centered activities,* teachers can plan, implement, and evaluate such relevant instruction with confidence.

ABLE Model Program is not after a total program, nor is it attempting to add on to an already crowded schedule of subjects. Its mission is to describe a viable heart.

Imagine the potential within life-centered organizing centers!

As children study occupations, they receive "occupational information" and have many opportunities to develop and change their career choices. Exploratory, academic, and sharing activities all contribute to the development of a self-concept shaped from the authentic actions of adults.

Children can "choose" jobs many times, roleplay situations to incorporate affective content, and review consequences resulting from the direct experience of others. Within such opportunities, their performance is open, subject to guidance from the teacher and available for parent comment. The built-in features of the new approach help children to understand themselves as well as to learn about the world of work.

ABLE Model Program is offering a more effective heart for an elementary school. What organizing center holds together your instructional activities?

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VISIBILITY

During September we noted many signs of student accomplishment in ABLE classrooms. We've been wondering how the diverse performance-products could be put together for presentations to other teachers, parents, and interested parties.

To refresh our memories and to help us get organized, we reread our earlier publications to seek ways performance material could be gathered, analyzed, and reported in an attractive format. Perhaps you recall some of our initial concerns about *visibility* and the work of the teacher.

Our diggings and discussions produced the following which suggests more activities than we expect any one person to be able to manage in a year's time. However, as teachers ourselves, we're quite realistic about the time and energy a teacher can muster after the daily, continuing demands of classroom instruction. We're also well aware that a dedicated "display-minded" teacher could spend full-time just producing materials for our project. In other words, even though our written suggestions may seem formidable, our expectations do adjust to what is possible.

We still believe our "contract" with you should be open-ended. Please note we're not setting deadlines nor are we specifying types of quantities of materials. We continue to trust each teacher to be responsible for individual professional concerns.

Our entire project rests upon that one solid center. What would our educational enterprise become if the form of the teacher were not allowed to BE?

Local resources will suggest the means and ends of your display products. Obviously, if several cameras are available and your talent enables you to manipulate these effectively, your work may be picture-oriented. Each person sees as his own mind's eye allows. However, some displays require very little technical equipment and, as you look over your instructional program, you'll be able to draw out bits and pieces that will fit together. A coordinated assembly of student products is not a difficult task. (Of course, it is helpful if the teacher could have the sketch of a display in her initial plan. Ah! How to get that sketch in the mind's eye --- that's the secret, isn't it?)

Open houses for parents, exhibits for grade level meetings, and other occasions when the work of the teacher is called for, can all be made more vivid with materials that elicit multi-sensory responses. For example, children's work that is important to ABLE Model Program and is also appealing to lay individuals includes:

stories and pictures about visits with talent or about field trips
letters to parents by students
experience charts
spelling papers
taped interviews
compositions
folders

Projects that involve group cooperation and a sharing of thinking would include:

picture-story "TV" presentation or chart
reporting or explanations of work
exhibits
dioramas
mobiles
plays

Other materials that will help illustrate the work of the teacher are:

comments of parents and community members on academic performance
letters written by visiting talent and parents
letters to parents by teachers
collages and montages
lesson plans
flow charts

THE ORGANIZING CENTER CONCEPT

An organizing center depends upon a teacher's imaginative view of instruction. Each teacher's imagination produces a form. This form, based upon a person's individual talents and experiences, is important because it subsequently shapes the teacher's force and variety of activities, time intervals, and levels of expectation.

Narrowing a plan zeros in on specific resources and specific target behaviors. Conversely, enlarging a teacher's plan opens up energy potentials for all concerned.

Whatever the size of one's undertaking, however, *a plan that rests comfortably upon a personal base is usually most productive.* A plan in which imagined teaching energies are acceptable to one's own professional self-concept can shape ideas and organization into vigorous images . . . and actions.

Effective *thinking* and effective *teaching* are more closely related than usually believed. If we link the two activities, *thinking like a teacher* and *performing as a teacher,* within one form, we shall have a powerful instrument for communication about teaching. We have tried to develop this instrument by using *the organizing center concept.*

Our common ground gives us a place to start, a base from which we can safely venture to restructure and recreate, and a center from which we can reform instructional processes. More relevant and more effective teaching is our aim.

Effective teachers think and plan *elastically,* appropriate to what needs to be done. We hope that our *form of an organizing center* helps stretch or shrink teaching plans to fit the needs of specific instructional situations.

Now on to the wave currents of our mind. The questions below set a frame and should help us get started.

ACCESSIBILITY: (Resources)	What materials and services are available to the learner?
MOBILITY: (Content)	What content areas (subjects) can emerge from this idea?
ACCOMPLISHMENT: (Performance)	What performance opportunities are open to the learner?

RESOURCES
(ACCESSIBILITY)

1. What materials can a child use in the daily course of instruction? When a decision allows one child free access and excludes others, what reasons lie behind the selection? (maturity, skill development, social manners, interest)

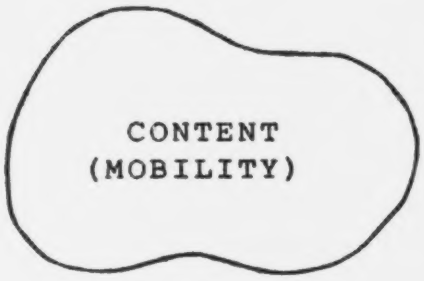
2. Where can a child go to study? To organize? To practice? How are the places different?

3. What different sensory stimuli can the child encounter? (printed page, voice, film, touch)

4. What tools can the child use to uncover information? (card catalogue, thesaurus, telephone) When? With whom?

5. What human talent can come into contact with the child? Can the contact take place during school hours? Is the child expected to observe or interview talent outside the school?

6. How is the child encouraged to make his own thoughts and feelings accessible for his own reflection and/or action?



1. Can the content build upon overt interests of the children? Can new interests be generated? Can individuals work upon the ideas and skills at their own pace? To their own accomplishment level?

2. Can the reason for instruction of this area (fact, skill, attitude) be clear to the learner? Clear to the parents?

3. When ideas spin out from the center, can they pull together new relationships from past studies? What academic areas can contribute to ongoing learning?

4. Can the complexity of thought and accompanying activities increase as the ideas are studied in depth? Can the concepts and skills be applied to practical tasks?

5. Can the content enable children to encounter the fundamental life activities of their local community? Of their religion? Of their contemporary world?

6. Can the content enable children to delve through time and cultures so as to build an appreciation of their heritage? Can the content have a continuing effect upon the child's self-image as a person who is creating his human biography each new day?

PERFORMANCE
(ACCOMPLISHMENT)

1. In how many different ways can a child express himself to you? To others in the classroom? To his parents? To others in the community?

2. In what ways can learning efforts be evaluated? Learning achievement? What can the child contribute to the evaluation process?

3. How can the child be encouraged to use different resources? When (and for how long) can he put together his work? Where can he practice? With whom?

4. Can learning efforts be stored in an accessible area? Can the child review and redo his own work?

5. Can others see the child's achievements? Can a child get feedback about how he used media as well as about the content he had to express?

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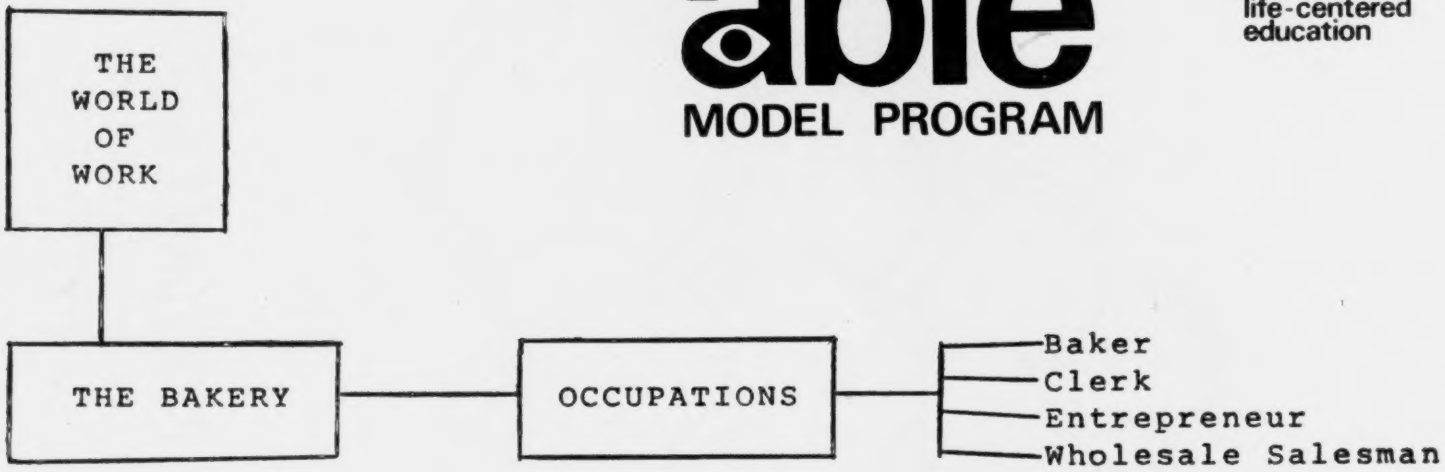


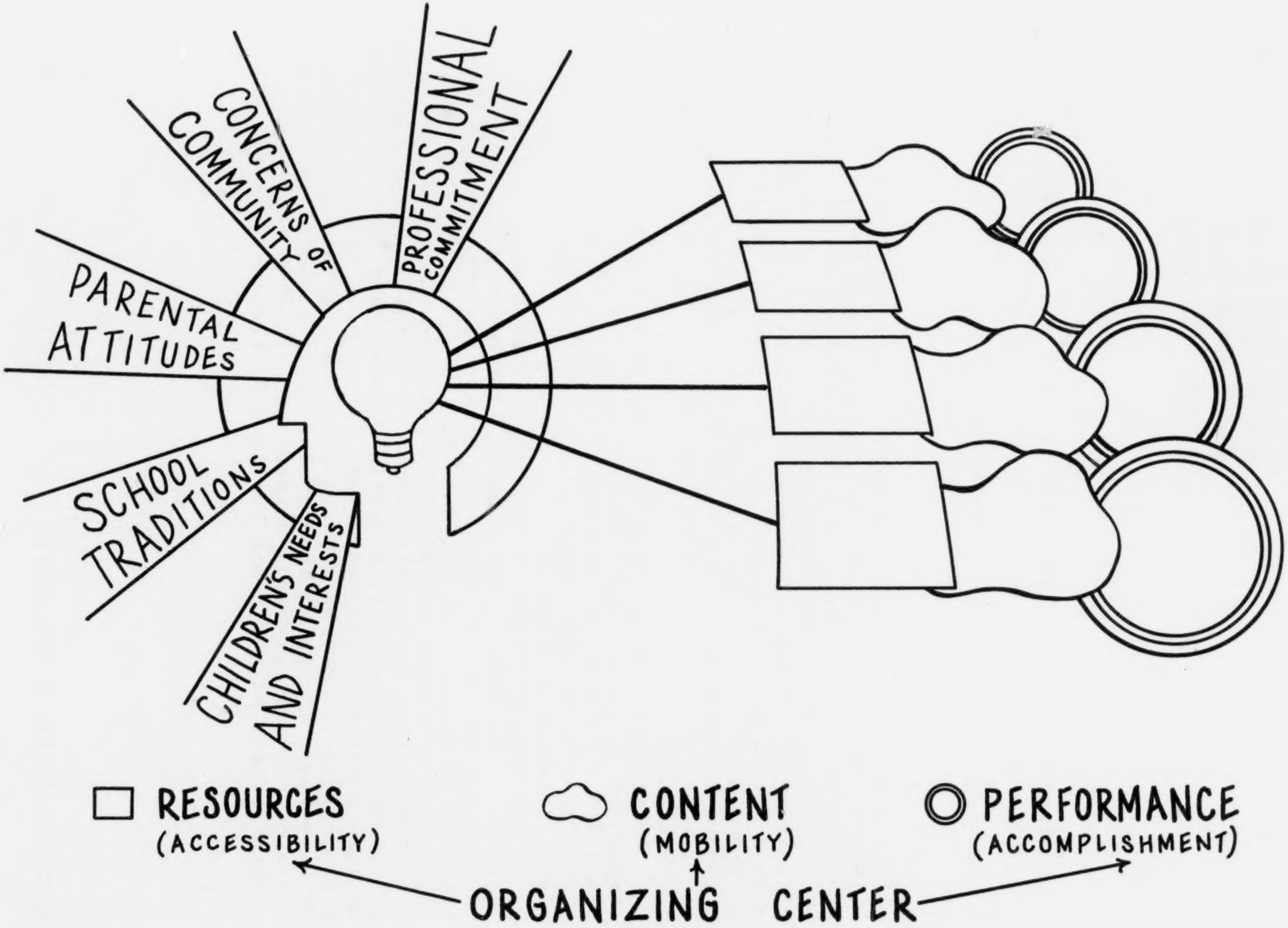
How many times have you heard a child ask, "May I have a cookie?" Have you ever thought of this everyday occurence as an instrument to further a child's intellectual development?

Baking, as an organizing center, affords the classroom teacher a kaleidoscope of significant topics that can be enjoyed as they are studied. As we see it, almost any product or process that has to do with food is a "natural" for children. It's easy to promote this area of human endeavor since perfecting the art of cooking, or eating has been a life-long enterprise for many adults.

Teachers who start with *fundamental life activities* find themselves surrounded with wholesome social events. Those who start with abstractions and logic find themselves searching about for motivational gimmicks and ways in which to strengthen their classroom activities.

ABLE teachers have to be more effective because they are latching on to *life*. Less time will be spent explaining why studies are necessary (the material is self-evident) and more energies furthering instruction will be contributed by interested children, parents, and other community talent.

Fundamental life activities *such as baking* may not appear as erudite as behavioral objectives which have been abstracted to form a master conceptual plan. After all, who can compare a crumbly cookie to the neat mind of a statistical researcher? Nevertheless, the multi-sensory facets of a cookie reflect as those of our most precious diamonds in bringing basic understandings of our human heritage to the learning child.


CONCERNS OF COMMUNITY
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PARENTAL ATTITUDES
SCHOOL TRADITIONS
CHILDREN'S NEEDS AND INTERESTS
☐ RESOURCES (ACCESSIBILITY)
CONTENT (MOBILITY)
◎ PERFORMANCE (ACCOMPLISHMENT)
ORGANIZING CENTER

TAKE AN IDEA AND SEE WHERE IT LEADS YOU

RESOURCES (ACCESSIBILITY)

- Baker
- Bakery
- Recipes
- Kitchen Utensils
- Baking ingredients
- Film strips
- Library materials

CONTENT (MOBILITY)

- Baking (skills: baking, decorating; training - schooling; working conditions - sanitary regulations)
- Tools and technology (past and present)
- Mathematical skills (fractions, weight, volume)
- Chemistry (effects of temperatures)
- Vocabulary development

PERFORMANCE (ACCOMPLISHMENT)

- Handling tools used by the baker
- Demonstrating skills used by the baker through puppetry
- Comparing home baking (baking from scratch, frozen and prepared foods) with "bought" bread
- Computing amounts of ingredients in sample recipes
- Outlining steps for personal baking experience at home
- Reporting on the chemistry involved in baking (oral or written form)
- Drawing pictures of the baker at work

RESOURCES (ACCESSIBILITY)	Clerk Bakery Dictionary Cook books Library materials
CONTENT (MOBILITY)	Customer-clerk relations Mathematical skills (money changing) Health standards Ethnical baking - customs of cultures
PERFORMANCE (ACCOMPLISHMENT)	Roleplaying of clerk and customer ordering quantities of baking products Constructing a model retail bakery Detailing sanitary habits and codes in a public establishment Drawing or figuring out money exchanges Figuring out quantities of bakery products for parties Exhibiting samples (and word lists) of ethnical baking Tasting ethnical products and describing appearances and tastes Making a mural of bakery products advertised in newspapers and magazines Reading aloud vignettes from "literature" wherein baking processes or products are described

RESOURCES (ACCESSIBILITY)

Wholesale salesman of bakery
Order forms
Products used in baking (sugar, flour, salt)
Farms
Processing plant
Library materials

CONTENT (MOBILITY)

Original and manufactured sources of baking ingredients
Processing of raw products into marketable items
Transportation (packaging, routes, storaging)
Mathematical skills (computation of orders using volume, weight, and prices)
Economics (wholesale and retail)

PERFORMANCE (ACCOMPLISHMENT)

Making and discussing product maps
Exhibiting the transformation of raw products into finished marketable items
Illustrating transportation methods in chart form
Interviewing salesmen and housewives (what ingredients make certain products? Why?)
Figuring (mock) wholesale and retail costs
Analyzing graphs and reporting sales figures
Using technical vocabulary of baking product salesmen in oral or written reports

RESOURCES (ACCESSIBILITY)

Owner of the bakery (entrepreneur)
Employees of municipal health department
Bakery
Library

CONTENT (MOBILITY)

Planning and design of a bakery (assembly line)
Economic factors (labor, cost of materials, equipment costs, overhead, profit)
Capitalism
Technology - past and present (tools and equipment)
Sanitary laws - government
Ethnical aspects - culture (Italian, Jewish, Bohemian, Swedish)
Delivery methods (home, supermarket)

PERFORMANCE (ACCOMPLISHMENT)

Roleplaying of employer interviewing prospective employees
Displaying selected baking developments from past to present
Explaining health standards and function of government agencies
Interviewing people from different ethnical groups about customs, tools, and products
Exhibiting samples of ethnical baking
Illustrating profit, loss, and gain in graph form
Constructing a model assembly line
Using new terminology in written work
Charting routes of delivery

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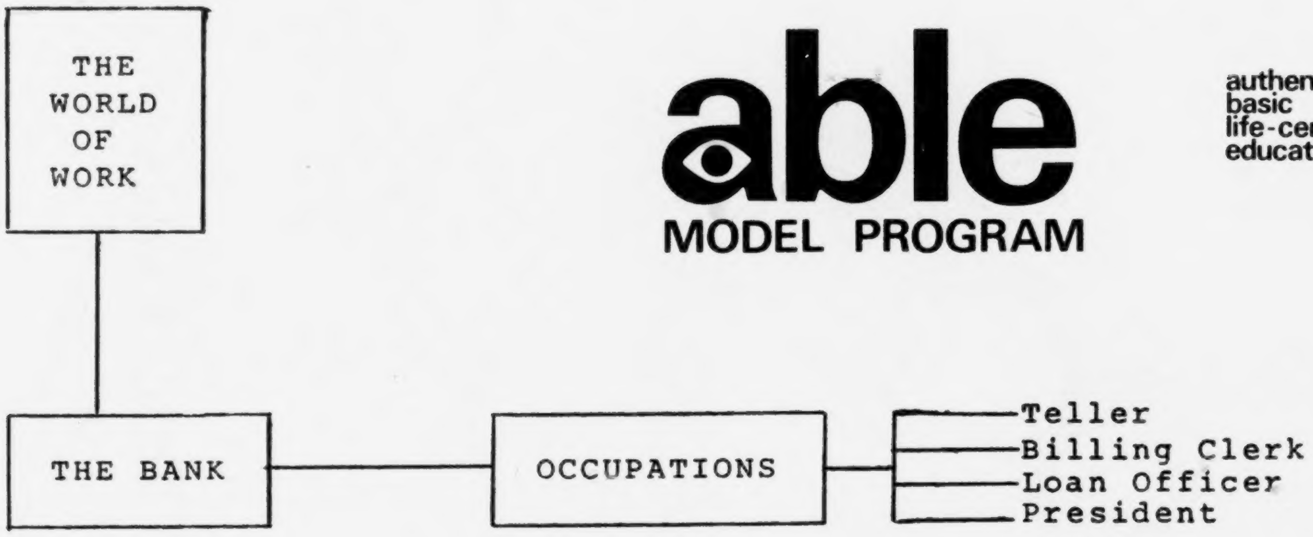


Penny wise, pound foolish!

A penny saved is a penny earned!

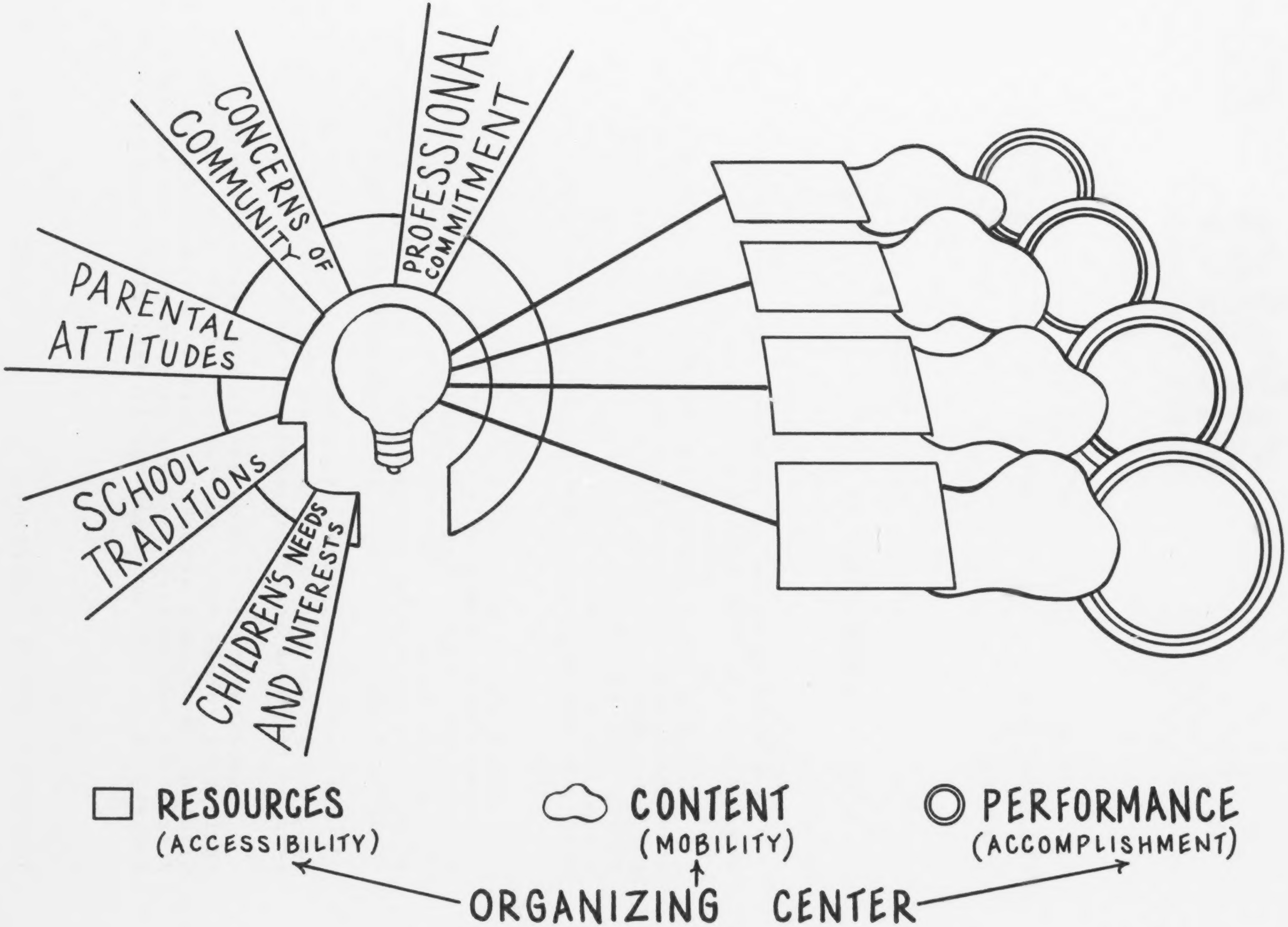
How many of these pithy maxims have you learned? How many do you use when you're teaching?

Now stop for a moment and reflect. Do your children understand the background of your expressions? So many of our commonplace proverbs have no meaning to children because they've had no sensory experience with concepts behind the words. *Besides, we're living in an age of credit and the maxims of the eighteenth century often do not apply to contemporary life.*

Children who will be living through the last third of this twentieth century will almost certainly be using the services of a bank. Accounts will be opened, if they haven't been opened already. Very few will be able to function effectively by hiding savings under a mattress. Today, even money from the tooth fairy gets deposited or spent.

We earn money, spend it, save it, borrow it or invest it. People who work in a bank and the institution of banking help us in these money-centered activities.

Learning how to manage assets and resources helps a child feel "grown up". But feeling big is only half the mission. Knowledge and skills have to be learned, too. What child can develop a mature self-image in our capitalist society if he does not know how to deal with money matters?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CONTENT (MOBILITY)
◎ PERFORMANCE (ACCOMPLISHMENT)
ORGANIZING CENTER

TAKE AN IDEA AND SEE WHERE IT LEADS YOU

RESOURCES (ACCESSIBILITY)

Teller
Currency
Checks
Bank forms
Saving account books
Library materials

CONTENT (MOBILITY)

Customer relations
Procedures of withdrawing and depositing money
Checking accounts
Proper uses of checks
Mathematics (arithmetic processes, computation of interest, etc.)
Currency - past and present
Currency - foreign
Types of checks (traveler's checks, personal, payroll)
"Quality control" procedures in processing checks and money

PERFORMANCE (ACCOMPLISHMENTS)

Roleplay teller and customer transacting business
Roleplay cashing a check (traveler's check, etc.)
Bulletin board describing the different types of currency
Chart illustrating currency - past and present
Explain the different types of checks (oral, written)
Dramatize security procedures in case of a holdup
Written reports on history of banking

RESOURCES
(ACCESSIBILITY)

Clerk in billing department
Billing department in bank
Bank statements
Bank forms
Library materials

CONTENT
(MOBILITY)

Concept of interest
Mathematics (computing interest, balances)
Terminology within work station
Procedures and machines to increase productivity (addressing, mailing)
Accounting procedures
Computer "language"

PERFORMANCE
(ACCOMPLISHMENT)

Computing:
  a. balance of savings accounts
  b. interest on amounts for varying lengths of time
Charting and explaining information found on bank statements
Explaining purpose and operation of machines in billing department
Written and oral reports regarding use (and misuse) of checking accounts
Roleplaying telephone calls between customer and billing clerk about bank balance

RESOURCES (ACCESSIBILITY)

Loan officers
Loan applications
Bank forms
Bank
Library materials

CONTENT (MOBILITY)

Economics of capitalism (credit, loans, capital)
Development of the concept of loans
Duties and responsibilities of loan officers
Different types of loans (mortgages, farm loans, home improvements, business)
Procedures involved in applying and obtaining a loan
Methods of payment of loans
Government regulations of loans
Loan companies
Computation of interest

PERFORMANCE (ACCOMPLISHMENT)

Roleplay loan officer and customer applying for loans
Explain reasons for obtaining a loan and reasons for turning loans down
Illustrate the different types of loans in chart form
Written and oral reports describing the process applying for a loan
Bulletin board describing the development of the concept of loans
Compositions on "What I would (and would not) borrow money for"
Compare purposes and operations of banks and other loan agencies

RESOURCES (ACCESSIBILITY)

President
Bank
Office of Secretary of State, State of Illinois
American Banking Association banking kit
Library materials

CONTENT (MOBILITY)

Duties of executives (management, decision-making)
Internal operations of a bank
Development of trade and money
History of banking (variety of banks)
Government regulations
The Federal Reserve System
Security arrangements
Community services (public relations)

PERFORMANCE (ACCOMPLISHMENT)

Draw pictures of a bank's different operations
Written reports describing the duties of the president and other executives
Roleplay the bank president with other bank employees
Explain organizational chart illustrating the management of a bank
Chart illustrating the development of materials used as money
Chart illustrating the community services of local banks (bond issues, etc.)
Bulletin board illustrating critical incidents in the history of banking
Written and oral reports describing government regulations of a bank
Written and oral reports on the Federal Reserve Banking System

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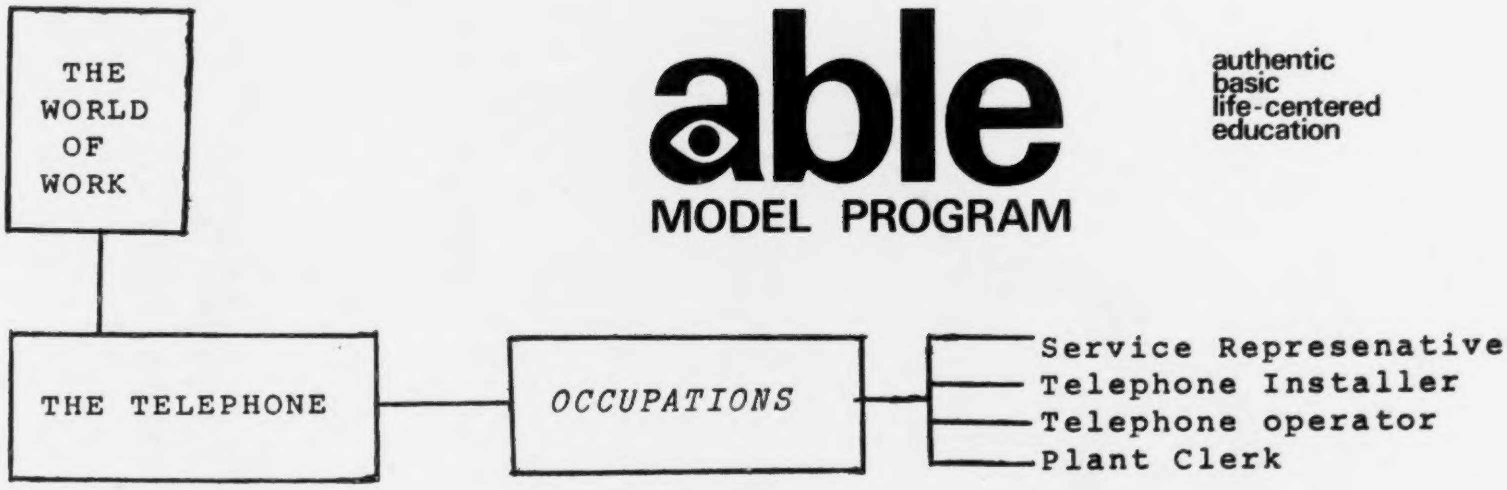
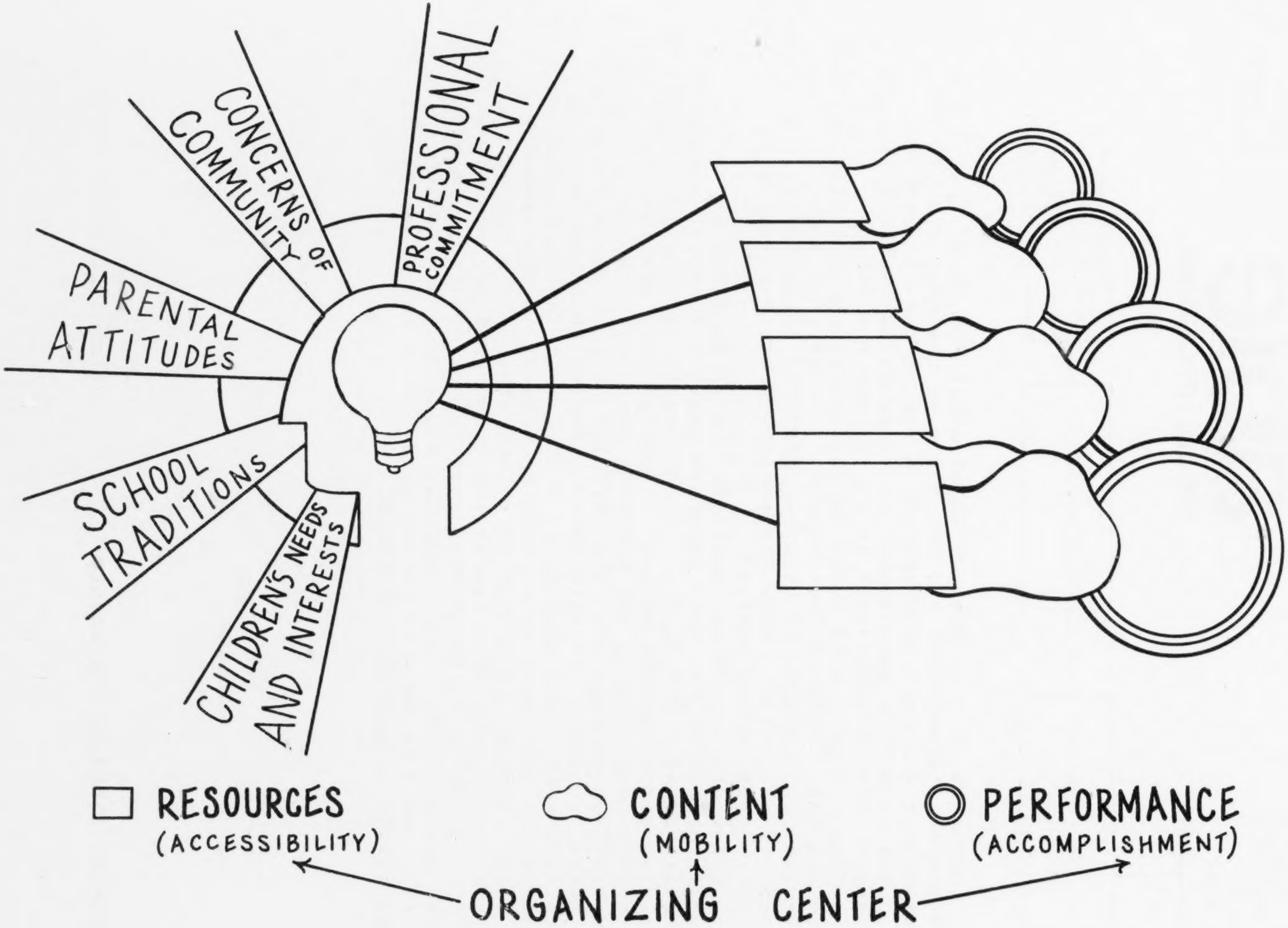


Have you ever stopped to think about how many times a day you use the telephone? Are you aware of the many operational facets of the *telephone company?* A few of the *occupations* in this business have been chosen as representative and developed within a form we introduced in an earlier brochure.

Many vistas can be revealed through encounters with men and women in the "telephone business." In fact, you might say the material lends itself to being an *academic supermarket*. From the person to his skills, from the person to his business relationships, solid subject matter awaits!

Using the "telephone business" as an idea for an *organizing center* can also generate avenues into correlated learning areas. For example, an enterprising teacher may wish to explore communications media. A journey into the future to preview and predict the kinds of communication available for twenty-first century man *(the children in your class today)* is no longer an idle, romantic dream. Guided thinking about our unfolding world is a necessity; that is, if instruction is to be relevant to the needs of a *planning* society in the seventies.

The material presented here indicates only a few of the instructional possibilities in the broad area of communications. No doubt, you'll think of many more as you move your imagination along these lines. Your thoughts, keyed to your local classroom setting, will be more specific, more vivid, and we're certain more suited to your ABLE children.


CONCERNS OF COMMUNITY
PROFESSIONAL COMMITMENT
PARENTAL ATTITUDES
SCHOOL TRADITIONS
CHILDREN'S NEEDS AND INTERESTS
RESOURCES
(ACCESSIBILITY)
CONTENT
(MOBILITY)
PERFORMANCE
(ACCOMPLISHMENT)
ORGANIZING CENTER

TAKE AN IDEA AND SEE WHERE IT LEADS YOU

Service Representative

RESOURCES (ACCESSIBILITY)

- service representative
- telephone
- telephone books
- films
- library materials
- posters

CONTENT (MOBILITY)

- mathematics (distance, billing, tolls, cost)
- conversational skills
- science of sound
- writing skills (i.e., abbreviations)
- communications services in the home, business, industry
- vocabulary skills
- history of communication via the telephone

PERFORMANCE (ACCOMPLISHMENT)

- roleplay interviews
- interview persons about the uses of the telephone (personal, business)
- construct a model telephone
- prepare bulletin board on use of the phone
- written and oral reports using technical vocabulary
- roleplay taking steps to have a phone installed
  - a. in a home
  - b. in a business
- plan a class publication (newspaper, brochure) on communication in modern society

Telephone Installer

RESOURCES
(ACCESSIBILITY)

telephone installer
installer's truck
library materials
installer's tools
pictures
telephones
site where construction is underway

CONTENT
(MOBILITY)

vocabulary development
technology and communication
communication in other countries
geography skills (i.e., globe study)
communication satellites
communication media of the future
letter writing skills

PERFORMANCE
(ACCOMPLISHMENT)

write letters to communication media services requesting information
exhibit models of communications satellites
written and oral reports on communication technology
prepare a script and pictures for school program on communications
dramatize significant inventions contributing to the progress of communication (what, when, who, where, how, why)
draw pictures of the telephone installer at work

Telephone Operator

RESOURCES (ACCESSIBILITY)

- telephone operator
- telephone company building
- telephone
- library materials
- film
- display materials

CONTENT (MOBILITY

- telephone manners
- conversational skills (i.e., enunciation)
- vocabulary development
- mathematical skills
- interviewing skills
- telephone operator's work, past, present, and future
- history and science of telegrams, cablegrams, mail delivery

PERFORMANCE (ACCOMPLISHMENT)

- interview telephone operators about job (film and tape recording)
- write a composition on the work of the operator using vocabulary drawn from studies
- analyze phone bills for such things as tolls, taxes, service
- figure costs for long distance calls
- construct a model switchboard and simulate the work of a telephone operator; roleplay conversations with customers
- dramatize situations in which the phone is utilized - emergencies, social invitations, friendly conversation

Plant Clerks

RESOURCES
(ACCESSIBILITY)

plant clerks
school secretary
school office
business office of telephone company
business office equipment
display materials

CONTENT
(MOBILITY)

vocabulary development
office technology - past, present, and future
writing and speaking skills
mathematical skills (billing, payments)
computer programming

PERFORMANCE
(ACCOMPLISHMENT)

simulate answers for want-ads of available office jobs
set up a business office-roleplay various jobs
interview the different kinds of plant clerks (tape and film recording)
compute mock payroll for telephone company employees - tax deductions, etc.
roleplay: cashier and customer
make an experience chart listing available jobs at phone company
make a dictionary of technical terms used in telephone company business
roleplay: customer and repair service
interview school secretary about her work
panel discussion on advantages and disadvantages of office work

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EXTRA! EXTRA!

ABLE SUGGESTS NEW CURE FOR AILING SCHOOLS

The widespread epidemic of teacher-proof programmed materials has finally met with an educational cure which ABLE teachers are administering in full dosages.

Life forms are returning to full effectiveness. Test curves reveal student apathy is disappearing from the academic scene.

This new medico-educational breakthrough focuses upon a few occupations found in the field of journalism.

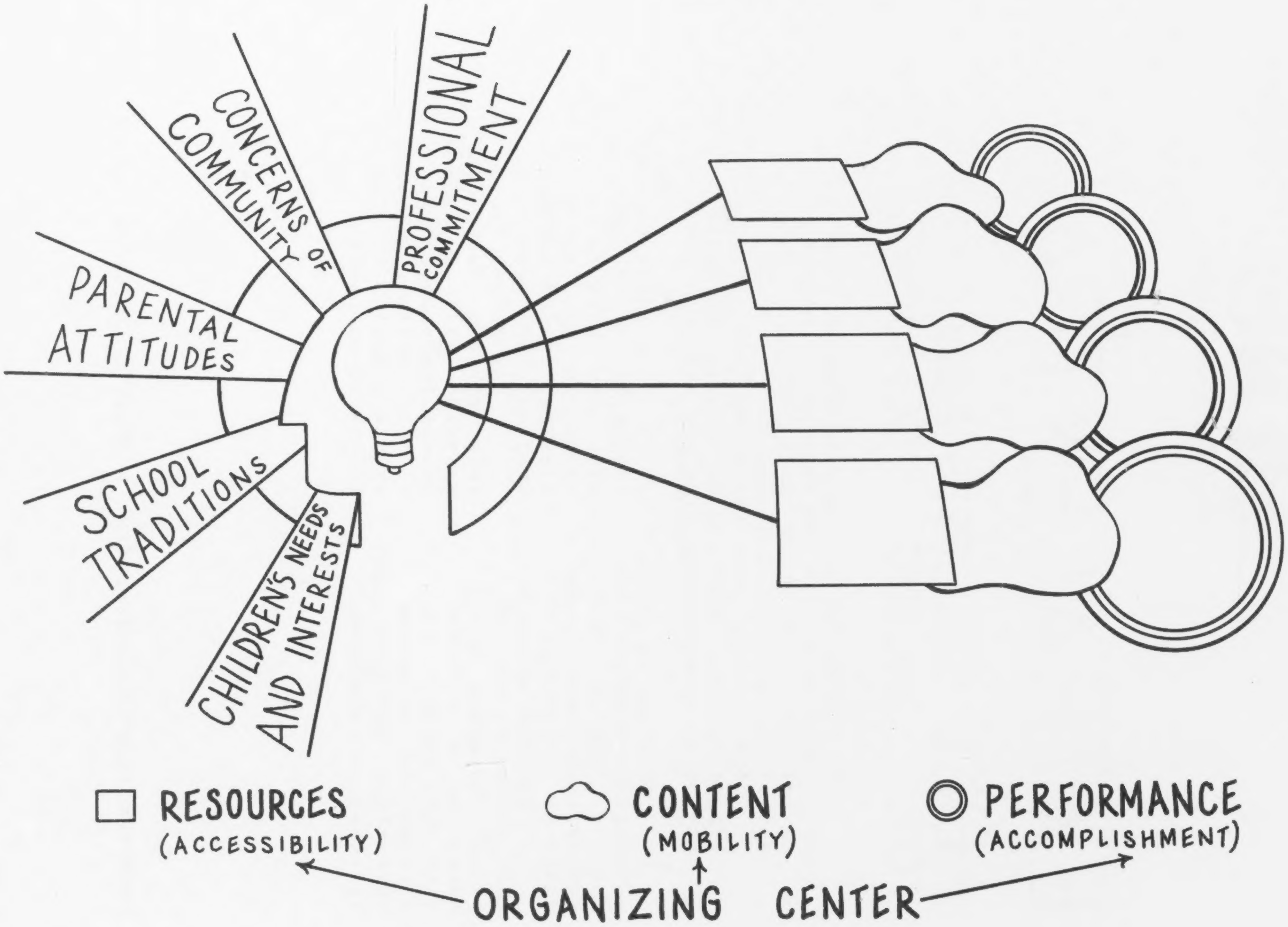
In this approach, the *authentic* members of a newspaper staff serve as a clinical team to assist the teacher in classroom operations. Instructional vitality is returning.

In addition, the newspaper staff carries with them *visible* medication in the forms of *history, relationships, language,* and *technology.*

The ailing classroom appears to be responding well to these journalism occupations.

Further details are explained in the following supplement.

Northern Illinois University *DeKalb, Illinois 60115*


CONCERNS OF COMMUNITY
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CHILDREN'S NEEDS AND INTERESTS
□ RESOURCES (ACCESSIBILITY)
CONTENT (MOBILITY)
◎ PERFORMANCE (ACCOMPLISHMENT)
ORGANIZING CENTER

TAKE AN IDEA AND SEE WHERE IT LEADS YOU

RESOURCES (ACCESSIBILITY)

Reporter
Photographer
Newspapers
Library materials

CONTENT (MOBILITY)

Types of reporting (news, feature stories and columns)
Photography as a means of reporting
Written communication skills
Verbal communication skills (interviewing)
Relationship of reporter to editor
Relationship of reporter to "news makers" (those interviewed as well as to public)

PERFORMANCE (ACCOMPLISHMENT)

Discuss advantages and disadvantages in writing a story as opposed to showing a picture
Roleplay reporter working with an editor
Roleplay reporter interviewing a witness (to a robbery, to a fire, etc.)
Write news articles about real events
Write feature stories about class activities to be read by parents
Write a column for the school paper
Analyze newspapers for news stories, feature stories and column series
Discuss how a reporter may deal with the technical vocabulary of some highly technical fields of endeavor
Discuss problems a reporter may have with advertisers who spend large amounts in local papers

RESOURCES (ACCESSIBILITY)

Display advertising manager
Typographer
Merchant
Newspaper
Library materials

CONTENT (MOBILITY)

Relationships within the advertising departments
Types of advertising (business, political, public service)
Sources of advertising
Contributions of advertising to the life of newspapers
National, regional and local advertising accounts
Terminology (space, page, position)
Technology (mats)
History of equipment used for advertising purposes

PERFORMANCE (ACCOMPLISHMENT)

Display terminology of advertising staff and sample ads on bulletin boards
List words often used in ads and discuss denotations and connotations
List products often advertised and those rarely advertised.
Analyze slogans used in advertising
Evaluate advertisements for content, esthetics, and potential impact
Illustrate difference between the early American presses and modern presses (in regard to advertising)
Oral and written reports on old and new advertising techniques
Originate ads for selected products
Roleplay selling advertising space to cooperating merchant

RESOURCES (ACCESSIBILITY)

Circulation manager
Paper boy
Truck driver
Newspaper distribution agency
Route forms
Library materials

CONTENT (MOBILITY)

History of the circulation of news throughout community (town crier to modern newspaper delivery methods)
Transactions of money in wholesale and retail operations
Opportunities for small business activities
Terminology
Technology (transportation, record-keeping)
Relationships (manager, paper boy, customers)
Mathematics (time, size, weight, volume, computation of monies)

PERFORMANCE (ACCOMPLISHMENT)

Chart illustrating circulation of newspapers in local community
Chart illustrating transportation and handling of city newspaper to suburban and rural areas
Discussion and reports about reasons for international, national and local newspapers
Roleplay circulation manager hiring a paper boy
Written reports and dramatizations on how people received the news before newspapers
Computation of a paper boy's earnings in relation to number of customers
Discuss new ideas for acquiring new customers for the neighborhood newspaper

RESOURCES (ACCESSIBILITY)	Editor Newspaper Library materials
CONTENT (MOBILITY)	Relationship of editor to newspaper staff Ways in which editing is done Sources for editorial viewpoints Public interest in editor's work (letters to the editor) Concept of timing and events Technology Language skills (reading comprehension, hidden meanings)
PERFORMANCE (ACCOMPLISHMENT)	Roleplay editor directing his staff Write an editorial page for the school newspaper Write letters to the editor of the local newspaper Edit news stories as published in community newspapers Compare editorials written in one newspaper to those written in another newspaper (about the same subjects, if possible) Discuss reasons why one editor might hold a different viewpoint than another editor Discuss reasons why an editor has certain viewpoints and why he often develops a "professional" editorial viewpoint other than his personal beliefs

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INTERVIEWING:
A BASIC INSTRUMENT OF INQUIRY

As you organize how the content of your instruction will be accessible to the children, your plans may include the use of *community talent*. Interviewing skills might have to be taught in order to facilitate your plans. Perhaps the most obvious skill involved in interviewing is asking appropriate questions.

The following lists of questions may help you, your talent, and your class get started with this important *tool of communication.*

One set of questions is designed for children who are learning to interview. It can also be presented to the talent prior to his visit.

The second group of questions is designed for conducting a group or class conference with talent in school or at the resource site.

The depth and quality of the interview will depend, of course, upon the preparation each interviewer has in the area the talent represents. Motivation to find out will be an important factor. Those who are avidly curious will push the process of inquiry to its appropriate limits.

Certain questions will be appropriate to some talent areas and not to others. However, there is a *commonality to the process of interviewing* and an ABLE teacher can guide students to learn many of the general communication skills necessary for effective interviewing.

The last section on evaluation has proved helpful in setting standards for learning performance and increasing the visibility of the inquiry process.

Northern Illinois University   DeKalb, Illinois 60115

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GENESIS

> *. . . without form and void; and darkness was upon the face of the deep . . . . . .*

Does this describe your classroom at the beginning of each school year? Perhaps it better describes the fear we hold at the onset of each new venture to improve our students' skills and attitudes.

Can the children do it? Will there be some foundation upon which I can build? Will I be able to get this new material across? Which children won't get it? Which ones will need much practice? What if they're not interested? What if there isn't anyone who cares?

All this anticipation is good for the soul. It whets the appetite and turns the teacher into a creative organism. Imagine! *The teacher dares the evolutionary process* to develop faster and more completely than it would have if left untouched. A teacher's energies are coaxing latent "becomings" . . . from emerging dynamos of humanity who didn't even know that they had potentialities developing within their own frames.

Interviewing skills are merely one branch of the great human tree of communicative arts. We've chosen it as a *primary performance skill because of its inherent mobility. Once children learn to communicate through the process of interviewing, they enter other worlds of discourse and many realms of meaning.*

Interviewing is a vehicle as well as a bridge. It is process and content. It is something that can be taught by itself *and* something that can be taught by interweaving it within traditional subject matter.

Then why the fear? Why the empty feeling when we approach the task of presenting this foundational activity in our classroom?

Maybe the question shouldn't be "Why?" Maybe "*How can I begin?*" is a better entry. A new venture such as this should be initiated in a positive, encouraging setting. Can we design developmental activities for the acquisition of interviewing skills so that first happenings are fool-proof, motivating, generative?

If our thinking and your thinking are moving within the same dimensions, then you're probably already shaping practical means and working out specific tactics. Are we thinking alike? Have you arrived at the same beginning that we have?

ROLEPLAYING

Interviewing situations within the secure learning atmosphere of your classroom is a safe, sure-fire way to get started. Children will be more free to explore if you approve their growing pains and sufferings in a "petri dish" wherein no harmful consequences may befall them. Whereas outside talent may be threatening to the development of tender thoughts and feelings, *your warm support of the child as a learner* will help the light to shine. Then, from trust and self-confidence, appropriate forms of behavior will develop.

Roleplaying is not only a *process* by which to learn the skills of interviewing; it is also *protection* for the learner *(and the teacher)* so that learning procedures may be started away from the foreboding consequences of direct encounters.

Thus, the darkness of our classrooms might first be penetrated by "artificial" light - *roleplaying*. When interviewing skills have been sufficiently shaped by this careful nurturing process, emergent behaviors can be brought into the "real" world for trial. Pre-stressed performance skills can be laced into the varied activities of the school year. If this is done on a regular basis, the teacher need not fear that the children's efforts will dissipate or dissemble when tested by adult characters in real settings.

Tapes of children interviewing each other are easy to make and allow for healthy criticism of *learning* performance. Dittoed sheets of questions with spaces for responses also offer tangible supports. "Friendly" school personnel can be used for practice.

A teacher can build a platform of appropriate materials for one class, then use it many times with the same group or use it to introduce new concepts to other groups. Also, prepared tapes (of actual interviewing) are available from commercial sources. At this point, however, we'd rather help you develop your own materials. As teachers ourselves, we think we understand something about this business of innovation. Usually, the greatest fears we have to encounter are our own.

COMMUNICATING WITH TALENT

1. What do you do on the job? (Children are interested in how school-taught skills fit in with real work).

2. What kind of thinking prompted you to take this job? Did others agree with your thinking?

3. What tools do you use? Is there a special way of talking about your work?

4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?

5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?

6. Who depends upon your work? Upon whom do you depend for your work?

7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change.

8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day - even people who are crabby and ill-mannered?

9. What inventions could put you out of work?

10. Are men with your kinds of skills usually needed - even when business may be bad? Is your work at all seasonal? Where could you work in this occupations? Is your kind of work limited to geographical areas?

11. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any personal quality for this job that is really more important than diplomas?

12. About how much money can a man earn in this kind of work? (Under \$5,000, \$5,000 to \$10,000, over \$10,00 - an estimate so that the children can get an idea.) Is there a chance of getting a lot of money all at once?

13. When does your boss compliment you? (or when do you compliment your employees? When are people fired?

GROUP CONFERENCING WITH TALENT

When a resource person is sharing information with a group of students in a conference setting, it might be helpful to send the talent a list of the questions the class is considering. Your note can explain that *the purpose of the meeting is to get some information about an occupation from a person actively involved in that occupation.*

Familiarize your students with the list "Questions for Group Conferences" (next page). Ask the students to mark those they would like to ask. Questions should be asked with the understanding that the resource person does not have to answer. The resource person should be informed, in the presence of the students, "If we ask any questions that you prefer not to answer, just smile and say 'next question, please!'"

Each interview will be a new opportunity for ideas to develop. Your analysis of the growing threads of the discussion and your firm, but *subtle leadership toward target goals will move irrelevant talk towards fruitful discourse.*

Be alert to step in and help facilitate communication if you see either the student or the resource person is not understanding what the other has said. Feel free to ask questions of your own to clarify answers whenever it is desirable to do so.

If you explain the reasons behind children's questions, talent and students will sketch more appropriate pictures in their mind's eye. As you relate their brief ideas into areas of class concern, shy talent (or students) and the academic activities of your classroom will be pulled together. The teacher has to be the bridge.

Naturally, overmanagement of social amenities can produce puppet performances and turn talent sour. ABLE teachers, interested in effective *affective* as well as *cognitive* behavior, will enhance instruction through their managerial artistry. Vigor and sparkle is almost assured as the *style* of the teacher and the *talent* of the community are stirred into planned activities.

Young children can move curiosity into inquiry, inquiry into the academic domain, and academic performance into healthy character and career development. The bridge to becoming has to be built upon, with and for people.

QUESTIONS FOR GROUP CONFERENCES

What schools did you attend?

What is your present job?

How did you get it?
How long have you worked there?
What time did you go to work this morning?
What was the first thing you did?
How long did that take?
What did you do next?
(Follow through the entire day.)
Did you do anything yesterday that was different from what you did today? Does that happen often?
What else do you do on your job?
Of all these various duties, which ones take most of your time?

What changes have taken place recently? Do you foresee any in the near future?

What things do you like most about your job? Least? Are there any hazards?

What is the usual starting salary in jobs like yours?

What qualifications do you need to get the job?
Age? Sex? Height? Weight? Other
Marital status? Tools? License? Aptitudes?
Unions? Discrimination? Veterans? Capital?

Preparation? Minimum? Desirable? Time?
Cost? Content? Approved schools?
Preferred subjects?

Supply and demand for workers? Outlook for the future?
Advancement?

Hours? Regular? Overtime? Evening? Sunday? Holiday?
Steady or seasonal?

Is there anything we should have asked? What would you like to ask us?

adapted from material in *Occupational Information* by Robert Hoppock, McGraw-Hill Book Company, 1967.

EVALUATING INTERVIEWING SKILLS

How do you know when children have learned to interview? How can you tell they are making progress toward that accomplishment?

Local conditions shape standards. Different criteria have to be applied depending upon individual expectations so *your view of children's performance will determine an assessment of their progress and achievement.* To help you focus upon visible evidence, the following questions are offered:

1. Can the child roleplay the interviewing process?
    a. Does the "interviewer" question with a purpose?
    b. Does the "interviewer" follow a strategy?
    c. Does the "interviewer" show appreciation for the feelings of the person being interviewed?

2. What products show that the child is "interviewing"?
    a. How are the interviewed person's thoughts recorded?
    b. How is the interview reported to others?

3. Can the child explain interviewing skills in writing?
    a. Are steps in interviewing set out in an orderly manner?
    b. Can the child judge his own talents against what has been set out for the class?

4. Does the child use interviewing skills in voluntary situations?
    a. Are ordinary encounters turned into learning situations?
    b. Does the child seek interviewing situations?

5. Does the child read "interviews" in newspapers and magazines or watch "interviews" on television?
    a. Does he volunteer information about media presentations that highlight interviews?
    b. Does he share what he has experienced (seen, read or heard) with others?

6. Does the interviewed person send feedback to the teacher and/or class?
    a. Are expressions directed to the content of the interview? . . . the studies of the class?
    b. Are expressions directed to the interviewing process?

7. Does the child express a hope to work in an occupation which requires interviewing skills? (Sales? Receptionist? Teaching?)

A WORKSHOP PLAN

INTERVIEWING

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The following outline of a workshop on interviewing was developed by Wayne Rehmer of Booth Tarkington School, Wheeling. It contains suggestions for teaching children to interview. A few ideas were "borrowed" from other *ABLE* brochures, but the organization and courage to implement the activities were the work and talent of Mr. Rehmer, one of our participating teachers.

Information retrieval and communication skills should be taught to elementary students. Interviewing techniques increase inquiry skills in many areas.

We are proud to be able to bring this work to the attention of interested professionals. Our theory of practice is founded upon the talents of our participating teachers.

LET'S COMMUNICATE

I. Important Skills to be Learned and Improved by Interviewing

   A. Finding information (In our age where knowledge is doubling and redoubling, we must have sources for finding information available by interviewing others who have information)

   B. Communicating -- questioning, answering (Involvement can cut across generation gap)

II. Planning for Teaching Interviewing

   A. Purpose: establish a reason for interviewing. Discuss uses of interview with students

   B. Strategy: plan appropriate questions with children.

   C. Interview: practice in a variety of settings. Evaluate performance with students. Refine techniques and apply

III. Interviewing Activities for Intermediate Grades

   A. Lead-up activity

      1. children paired off; talk for 3 minutes to find an interest, ability, or unusual background; choose one to develop
      2. children work together to establish purpose, plan strategy, then interview on tape
      3. playback taped interview to evaluate performance

B. Roleplay a story character

    1. interview the character to uncover his feelings
    2. interview to review story details

C. Book Reports

    1. interview reader to discuss opinions
    2. interview to review plot, settings, characters

D. Interview adults about jobs for vocational information

    1. easiest to do with personnel in school
    2. walking tours in neighborhood
    3. field trips to work stations in community
    4. record on cassette, play in class and discuss

E. Roleplaying of past and present renowned people

    1. historical detail
    2. character traits
    3. opinions and feelings

F. Creative involvement

    1. roleplay and interview almost anybody or anything - Martian, champion, animal
    2. roleplay imaginative situations - funny, difficult

G. To get information for reports

    1. surveys, comparisons, opinions of "real" people
    2. interview adults about their childhood heroes and classmates
    3. survey and compare findings

IV. Observations and Reflections

A. Can be done anywhere: classroom, school, field trips

B. Cassettes: easy to operate, accurate information feedback

C. Must learn and practice asking appropriate questions

D. Must appreciate feelings of people being interviewed

E. Must learn to be comfortable - practice for style

F. Must learn to adjust strategy during interviewing

G. Must learn to respond to a "yes" or "no" answer with "Why?"

H. Interviewing is *Motivating* and *Encouraging*

I. Interviewing is *Inquiring* and *Communicating*

Dear Parents:

Students at our school this year are participating in a new program which aims to better acquaint them with the "working world" of their community.

The basic intent of this project is to make accessible the on-going life activities of workers functioning in our community. With this accessibility, and using a multi-sensory approach, we hope to expand our students' view and understanding of the world of work. We also hope to stimulate new interests which will lead to relevant and significant activities in the classroom.

We hope to be able to visit some of the industries and businesses of our community to see the on-going work activities and to talk with workers. We will attempt to invite workers to visit our classrooms to discuss their occupations and the interrelatedness of our community. We intend to involve our students in interviews and research. We expect much learning content (subject matter) to emerge from our ideas. History, geography, technology and language are just a few of the areas we can cover naturally and realistically.

We recognize, of course, that our beginning focus point must be as close to our own locality as possible. We believe we can use the parents of many of our students as resource persons. Would you be willing to come to our classrooms to tell about your occupation? to tell about the training required or the special vocabulary used in your profession? to demonstrate the tools or machines used in your trade? to tell about the interrelatedness and interdependency of those who work with you?

If so, please let us know how you feel we can work together and we will attempt to make the necessary arrangements. Also, if you desire more information about our project, please contact us.

Sincerely yours,

CLASSROOM ACTIVITIES

The World of Work has enough solid substance to allow a teacher to explore almost any occupation at any grade level. We've picked out a few specific activities and presented them within three groupings: primary, intermediate, and upper levels.

More activities are available, many perhaps better suited to your local needs, but since we're merely trying to give your imagination a place to begin, the ones we chose have very visible objectives and outcomes. As you think through the activities, you'll probably come up with many more elements to design an effective instructional program for your children.

Most materials for teachers include separate lists of objectives and outcomes. *We feel that our suggested activities have these built-in.* However, should you desire to look at objectives and outcomes separately, you may wish to write out what you perceive within those we present. Perhaps your development of these or other activities will be enhanced by close attention to objectives and outcomes. Perhaps not.

Naturally, we feel ABLE ideas presented earlier, especially the teaching of interviewing, are appropriate for all children in the elementary school. In the activities that follow *we assume that the use of interviewing skills is an integral part of the process.*

A developmental program, founded upon basic understandings of how children learn, requires early instruction, much praise and practice, and continued attention to the progress and achievement of each individual learner.

We must remember the planning process matters only in terms of what the child finally experiences.

PRIMARY LEVEL ACTIVITIES

Students can:

1. describe their parents' jobs and tell where they work. (Teacher-made experience charts with questions such as: "What does your father, mother do? Where does he work? How does he get there? Does he work by himself? What does he do in his job?" help develop language skills.)

2. put together a bulletin board or collage from pictures of their parents' occupations. If no pictures are available, have students draw what they believe goes on.

3. roleplay occupations in the classroom. (Use hats and costumes as small props and act out various jobs.)

4. discuss their jobs in the home. (What role does the job play in the family? What jobs would the child like to do?)

5. tour school and discuss jobs performed by school personnel.

6. make a mural about the community. Include such places as the supermarket, laundry, post office, etc.

7. make a diorama of parts of the city or town that hold interest for them. Discuss what people do there.

8. seek out easily accessible "workers" to share their talent and experiences. Select some adults that children may not usually see.

9. discuss *"What I Would Like to Be"* and review reasons.

10. cut out pictures of people at work from magazines and newspapers. They may then act out favorite occupations. (Pantomine and puppetry are favorites of young children.)

11. visit several places where people work by taking walking tours in the school neighborhood. (Frequent visits will build familiarity with authentic people and call attention to features of the work they do.)

12. identify and discuss jobs men do, jobs women do and why certain jobs appear suited more to a particular sex.

13. write about any or all of the above activities in picture stories, booklets, class newspapers, etc.

CAREER LATTICES

Several teachers have been helped by a quick overview of the occupations available within broad areas.

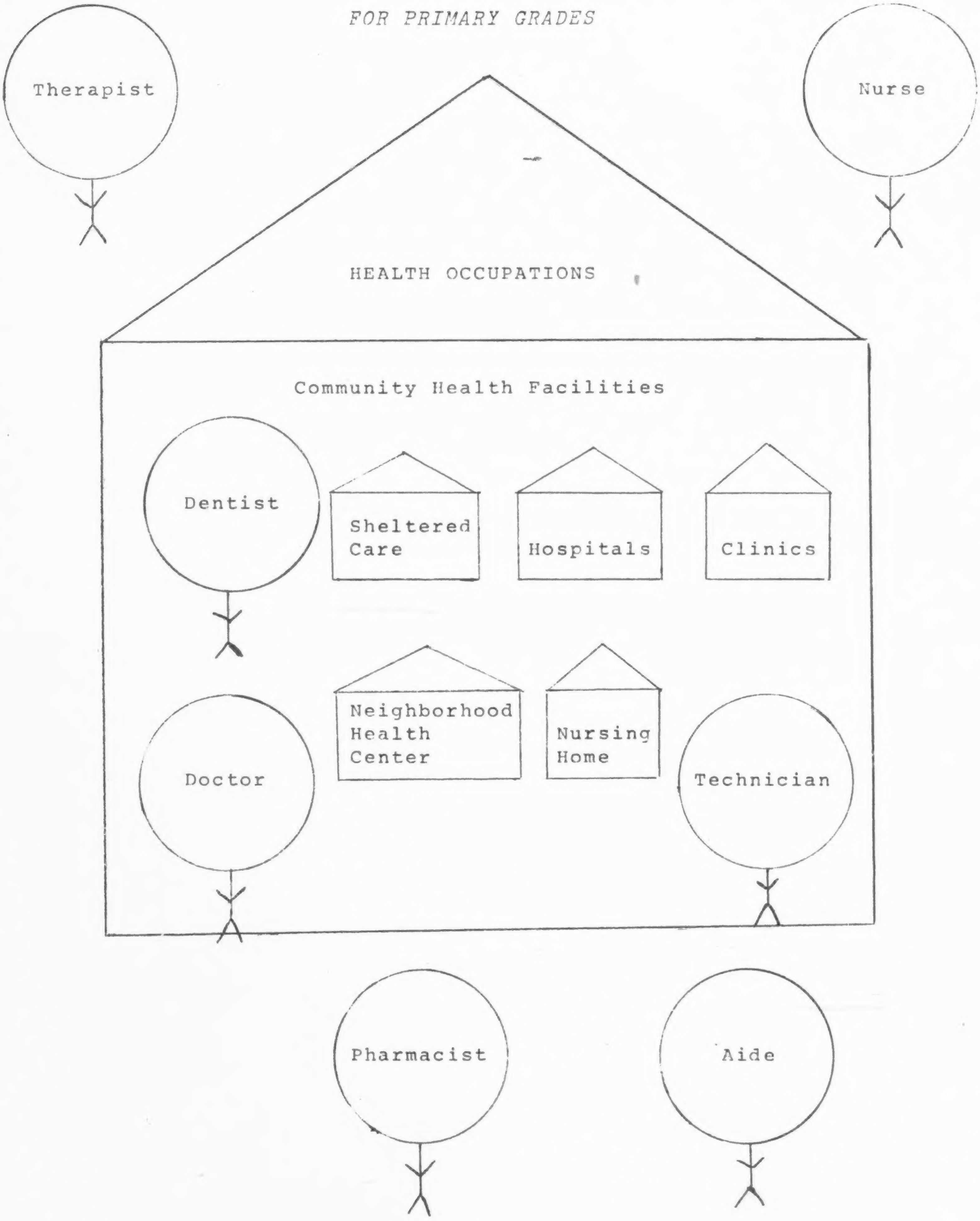
Compare the two networks which follow and you can see the depth and range that could be added each successive year of school.

The outlines are not meant as specific guides to instruction, but rather as a quick stimulus to think about what occupations may be accessible to children.

Following the outlines on *Health Occupations* are two other sets of career lattices to further stimulate your thinking.

The detail of your plan for instruction depends upon your analysis of local needs.

FOR PRIMARY GRADES


Therapist
Nurse
HEALTH OCCUPATIONS
Community Health Facilities
Dentist
Sheltered Care
Hospitals
Clinics
Neighborhood Health Center
Nursing Home
Doctor
Technician
Pharmacist
Aide

FOR INTERMEDIATE GRADES

HEALTH OCCUPATIONS

Physical Therapy Assistant

Doctor

Radiologic Technologist

Nurse

Dentist

Medical Laboratory Assistant

Dental Assistant

Medical Laboratory Aide

Orderly

Dental Hygienist

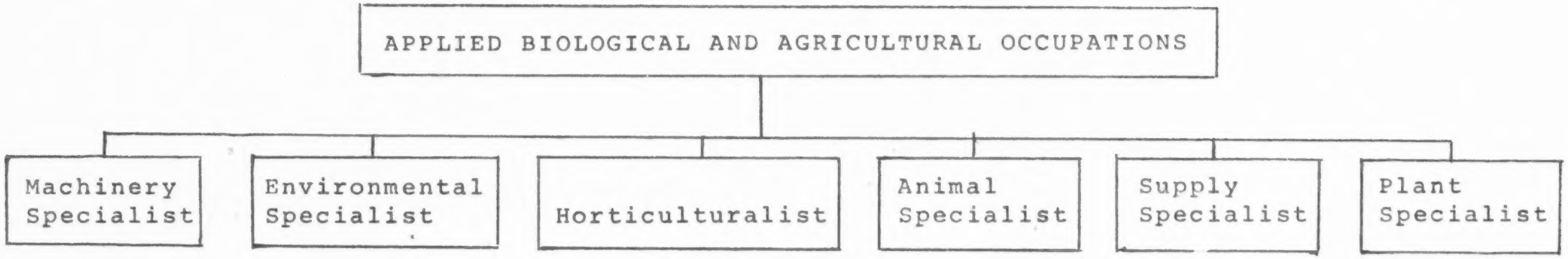
Occupational Therapy Assistant

Medical Technologist

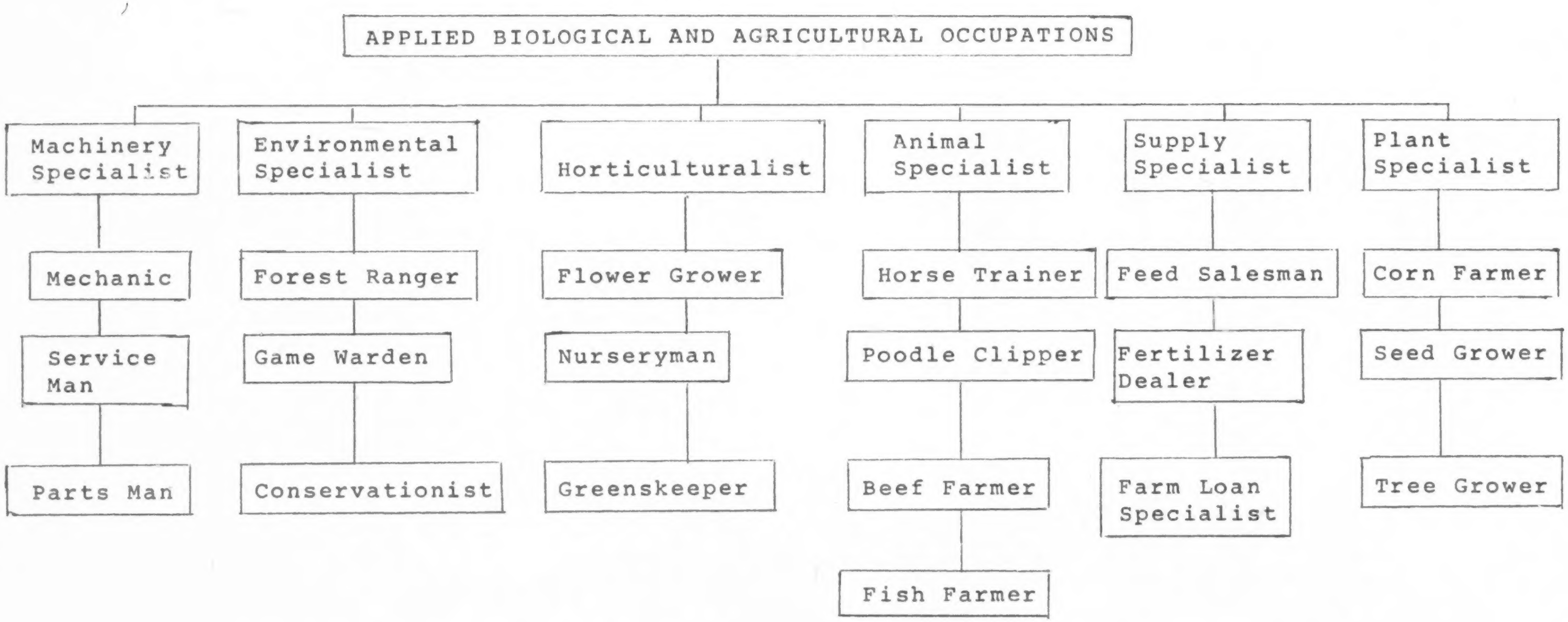
Inhalation Therapy Assistant

Dental Laboratory Assistant

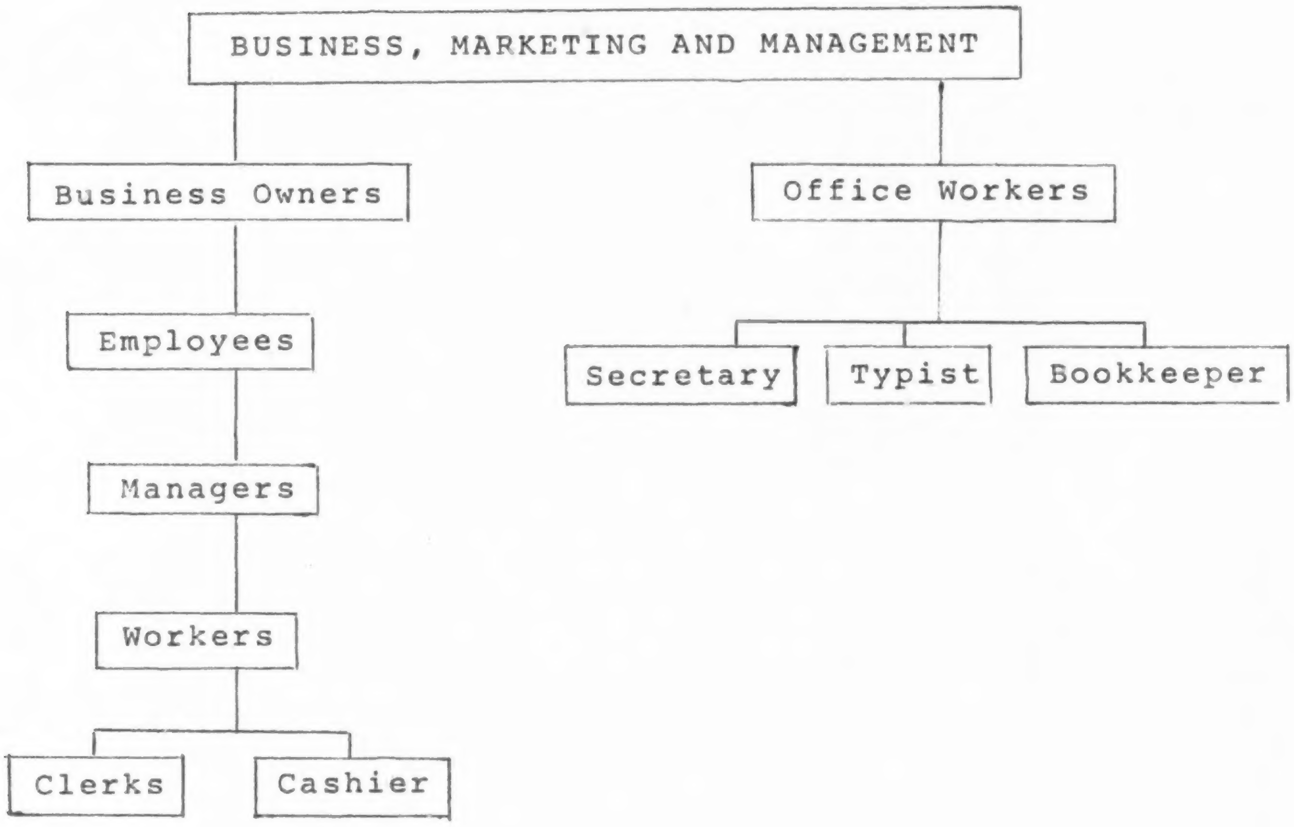
FOR PRIMARY GRADES


APPLIED BIOLOGICAL AND AGRICULTURAL OCCUPATIONS
Machinery Specialist
Environmental Specialist
Horticulturalist
Animal Specialist
Supply Specialist
Plant Specialist

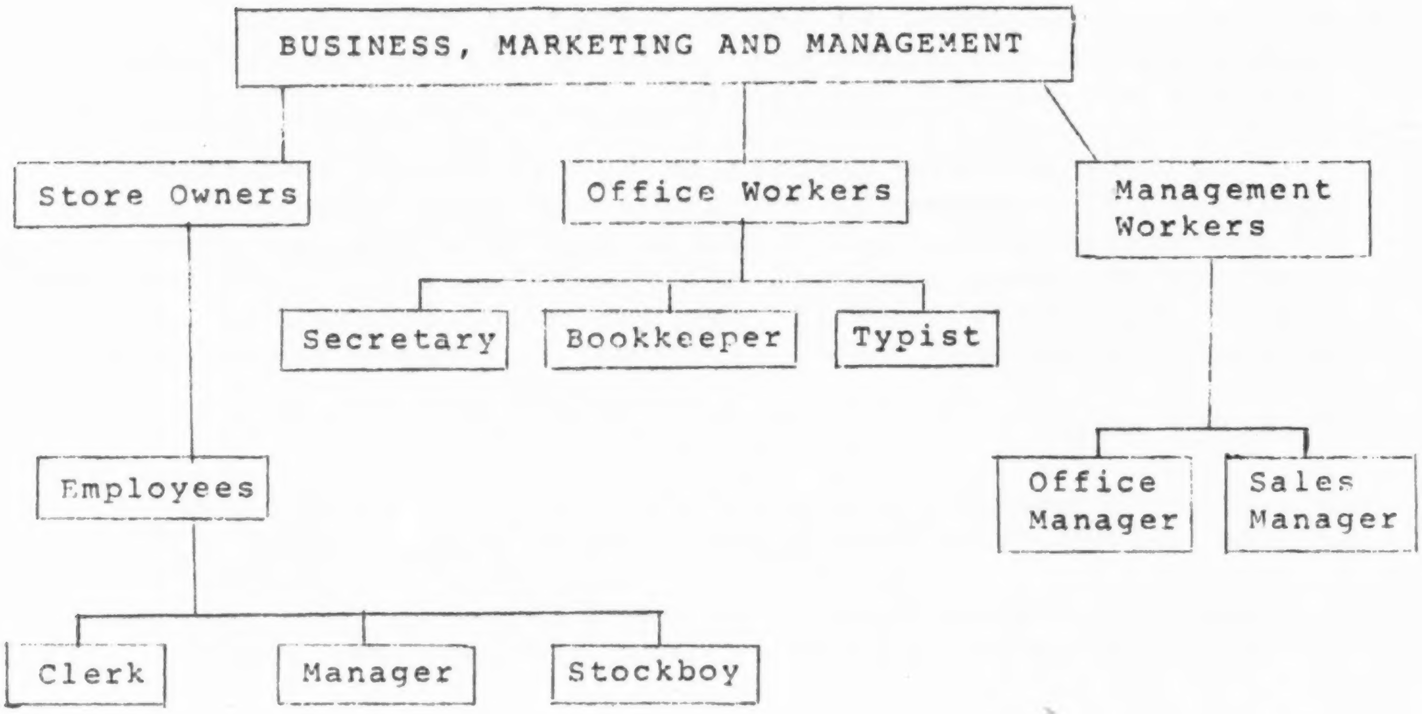
FOR INTERMEDIATE GRADES


APPLIED BIOLOGICAL AND AGRICULTURAL OCCUPATIONS
Machinery Specialist
Mechanic
Service Man
Parts Man
Environmental Specialist
Forest Ranger
Game Warden
Conservationist
Horticulturalist
Flower Grower
Nurseryman
Greenskeeper
Animal Specialist
Horse Trainer
Poodle Clipper
Beef Farmer
Fish Farmer
Supply Specialist
Feed Salesman
Fertilizer Dealer
Farm Loan Specialist
Plant Specialist
Corn Farmer
Seed Grower
Tree Grower

FOR PRIMARY GRADES


BUSINESS, MARKETING AND MANAGEMENT
Business Owners
Employees
Managers
Workers
Clerks
Cashier
Office Workers
Secretary
Typist
Bookkeeper

FOR INTERMEDIATE GRADES


BUSINESS, MARKETING AND MANAGEMENT
Store Owners
Office Workers
Management Workers
Secretary
Bookkeeper
Typist
Employees
Office Manager
Sales Manager
Clerk
Manager
Stockboy

INTERMEDIATE LEVEL ACTIVITIES

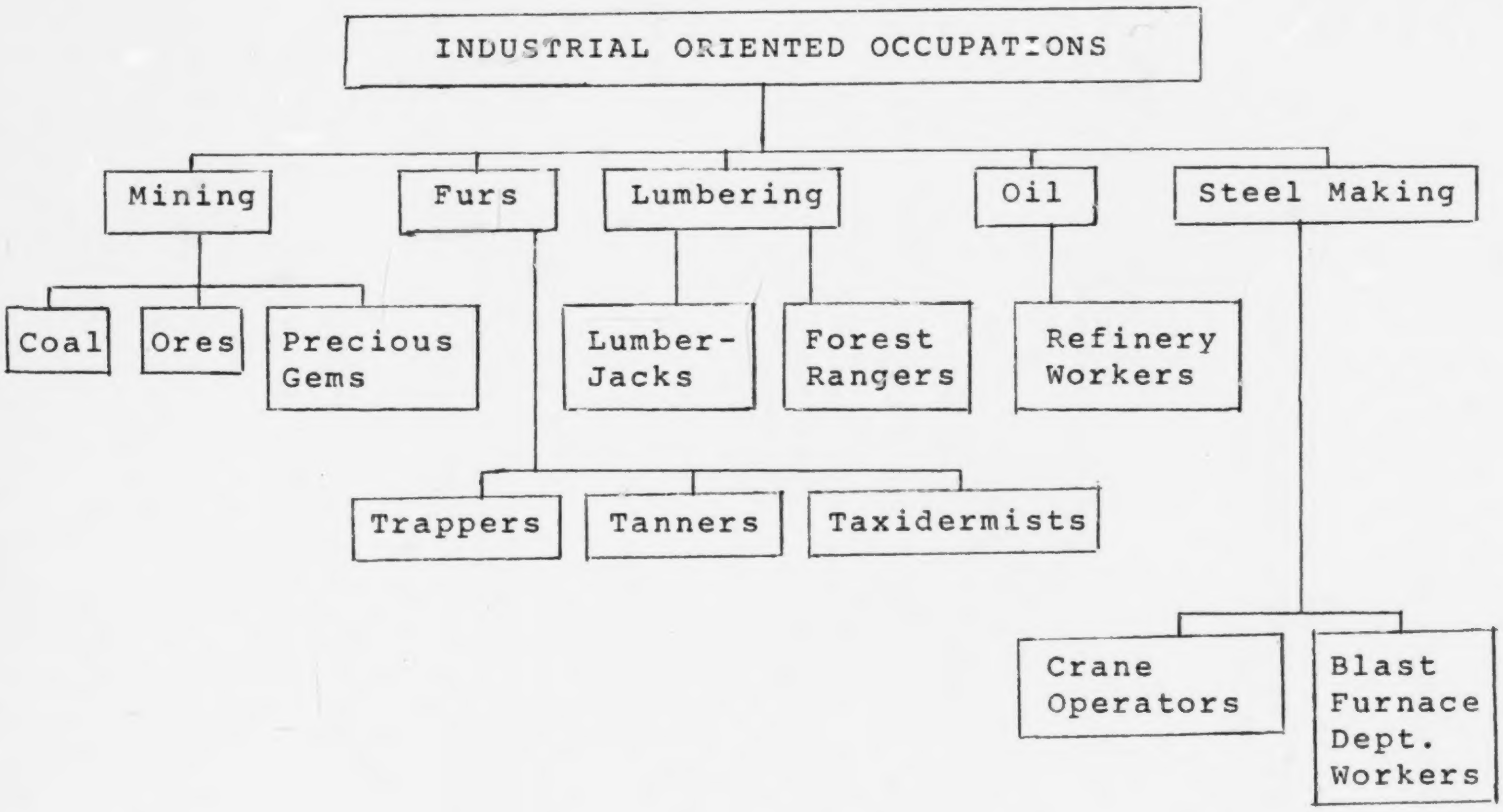
Learning is cumulative. Rarely do we have to start from complete ignorance. If teachers know of and can build from primary activities, their programs will probably be more effective. Every one of the activities we presented earlier can be deepened and enlarged at this level. Reinforcement can allow the child to relive and reflect upon his experience and values.

Of course, mere repetition may be boring and turn children off. However, attitudes may have changed because of increasing maturity. Parents may have changed their jobs. Teachers may have accepted new ideas for their instructional goals. With this in mind, the following activities may awaken interest and move away from routinized procedures.

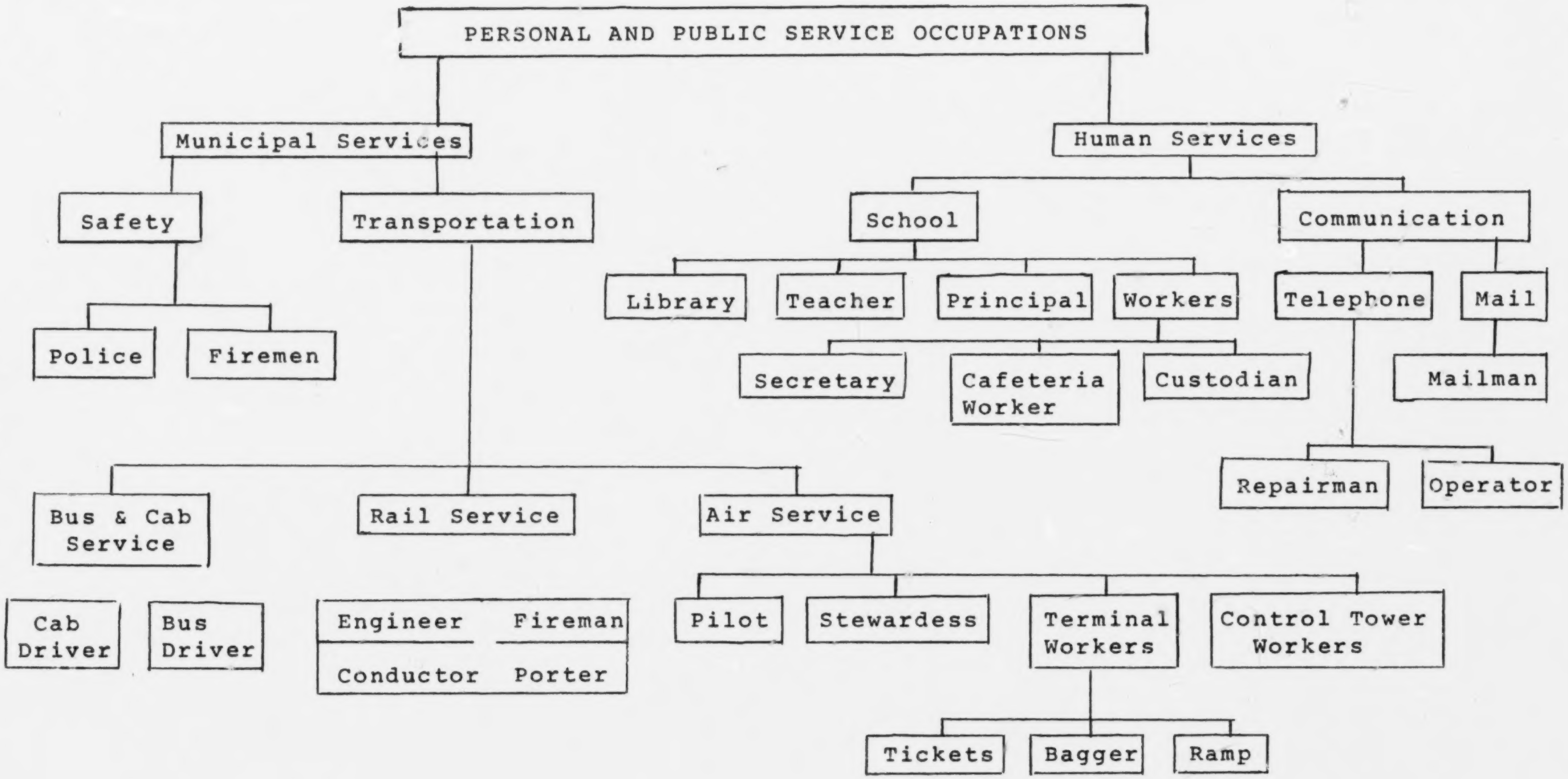
Students can:

1. make up questions for a quiz show on occupations. (A list of words identifies a job. What is the job?)
2. analyze newspaper ads for discussion of jobs available for men and women. (Discuss tradition and new social trends.)
3. plan a hobby show and follow it with a discussion of related occupations. (Real adults would bring out credibility.)
4. read through the *Yellow Pages* to seek out the many different types of jobs available in the community.
5. write "What I Want to Be When I Grow Up".
6. fill out an appropriate Interest Inventory and discuss the significance of the results with children in conferences.
7. play "What's My Line" game with "real" adults or make believe roles. (Discuss values of children after the game.)
8. express in writing their own assessment of their abilities and their hopes for potential success as an adult worker.
9. use Career Kits to research jobs of interest.
10. write open-ended compositions about what they like to do.

FOR INTERMEDIATE GRADES


INDUSTRIAL ORIENTED OCCUPATIONS
Mining
Furs
Lumbering
Oil
Steel Making
Coal
Ores
Precious Gems
Lumber-Jacks
Forest Rangers
Refinery Workers
Trappers
Tanners
Taxidermists
Crane Operators
Blast Furnace Dept. Workers

FOR INTERMEDIATE GRADES


PERSONAL AND PUBLIC SERVICE OCCUPATIONS
Municipal Services
Human Services
Safety
Transportation
School
Communication
Police
Firemen
Library
Teacher
Principal
Workers
Telephone
Mail
Secretary
Cafeteria Worker
Custodian
Mailman
Repairman
Operator
Bus & Cab Service
Rail Service
Air Service
Cab Driver
Bus Driver
Engineer
Fireman
Conductor
Porter
Pilot
Stewardess
Terminal Workers
Control Tower Workers
Tickets
Bagger
Ramp

UPPER LEVEL ACTIVITIES

By the time a child is twelve he should be able to know how to find out information about the world in which he lives. Concern for the World of Work is natural and if the school has been providing direct experiences with community resources, the child should have a background of knowledge about many occupations.

His skills of inquiry will depend, in part, upon his motivation, but then the converse is true, too. His eagerness to learn more will be greatly influenced by his mastery of academic skills.

Success breeds success.

At this level we emphasize recording and analyzing, synthesizing and evaluating. Use of tape recorders, film, cameras, slide projectors, etc. can aid in the processing of pertinent information and the presentation of reports.

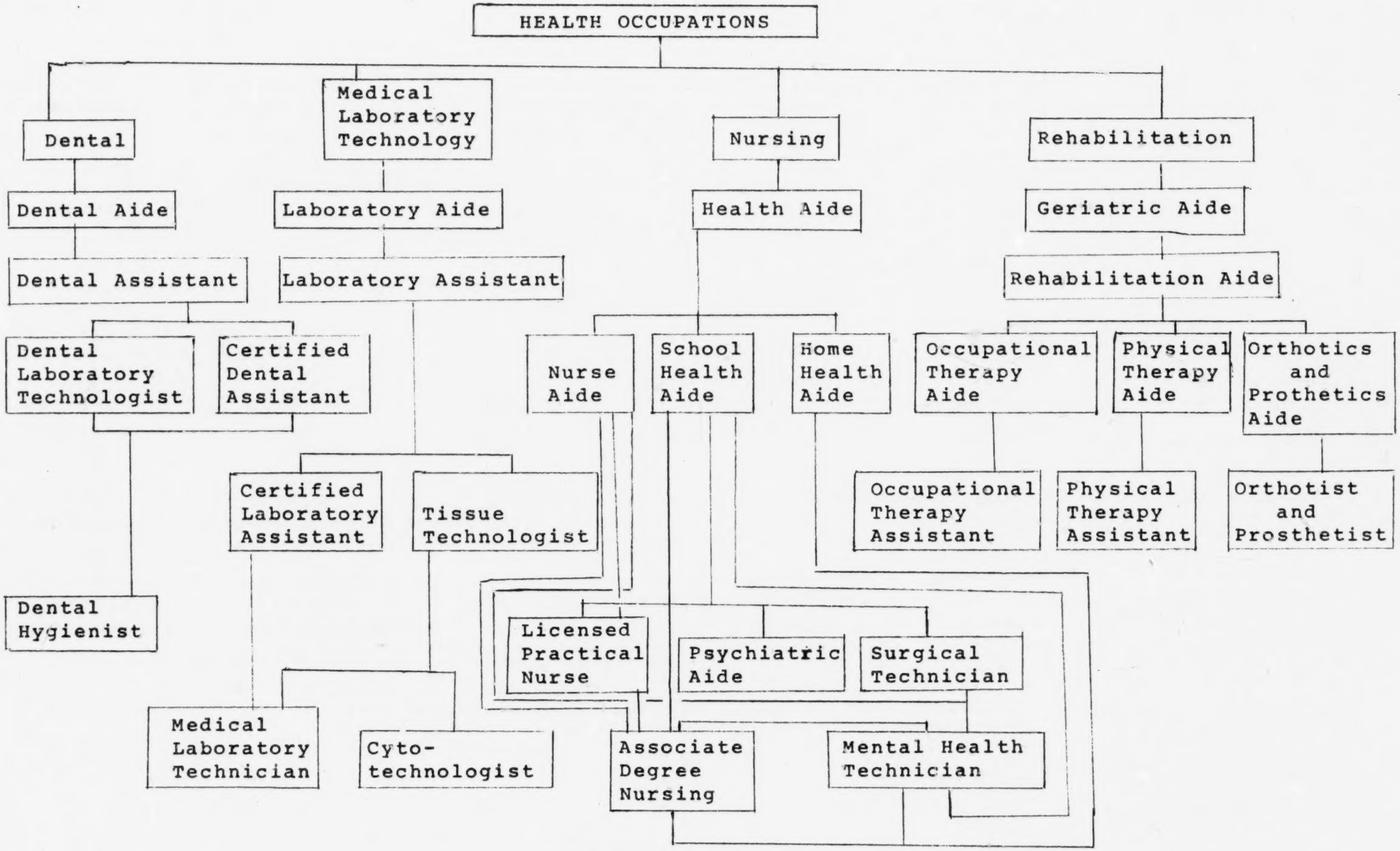
It may seem simple to say that children can do more at this age, but active, doing children need competent leadership as life in the classroom becomes more complex and closer to adult roles.

UPPER LEVEL ACTIVITIES

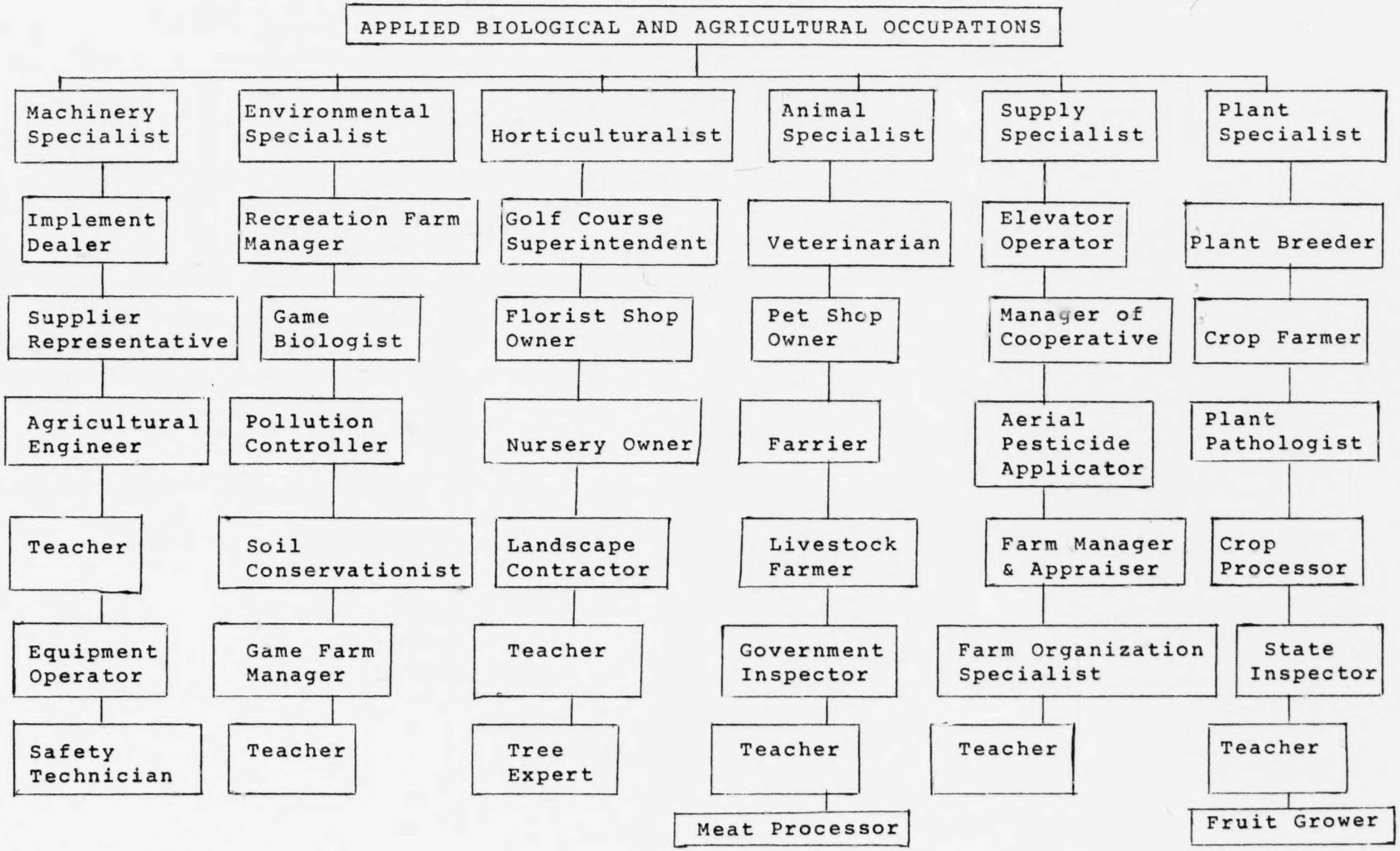
Students can:

1. discuss the concept of retraining and its implications for public school instruction.
2. discuss psychological needs with attention to why people work. (Comparison with authentic interviews would be valuable.)
3. share work experiences and money-making activities.
4. plan, implement and analyze money-making activities.
5. interview someone whose job they admire. (*Discussion about "significant people" can lead to great expressions of personal value system.*) Precede this activity with an interview. Follow with oral or written reports and class discussions.
6. prepare a slide program on community resources. (Show to the PTA or local service clubs.)
7. write articles for the class or school newspaper.
8. organize a World of Work Fair for the entire school.
9. read a selection from literature that describes work a person does and his feelings about it. (Contrast the author's perceptions and attitudes with those of the children. Make a chart comparing labor and materials of different cultures. Compare past to modern day methods.)
10. read and review job applications. (What features are noted?)
11. seek out printed interviews (or listen to interviews on TV) and critically evaluate the interviewing skills utilized.
12. make a survey of interesting jobs in the community and start a resource file of available speakers for future classes.
13. participate in mixed panels of children and adults to examine cultural values and the World of Work.
14. construct a model community illustrating interdependence of work roles.

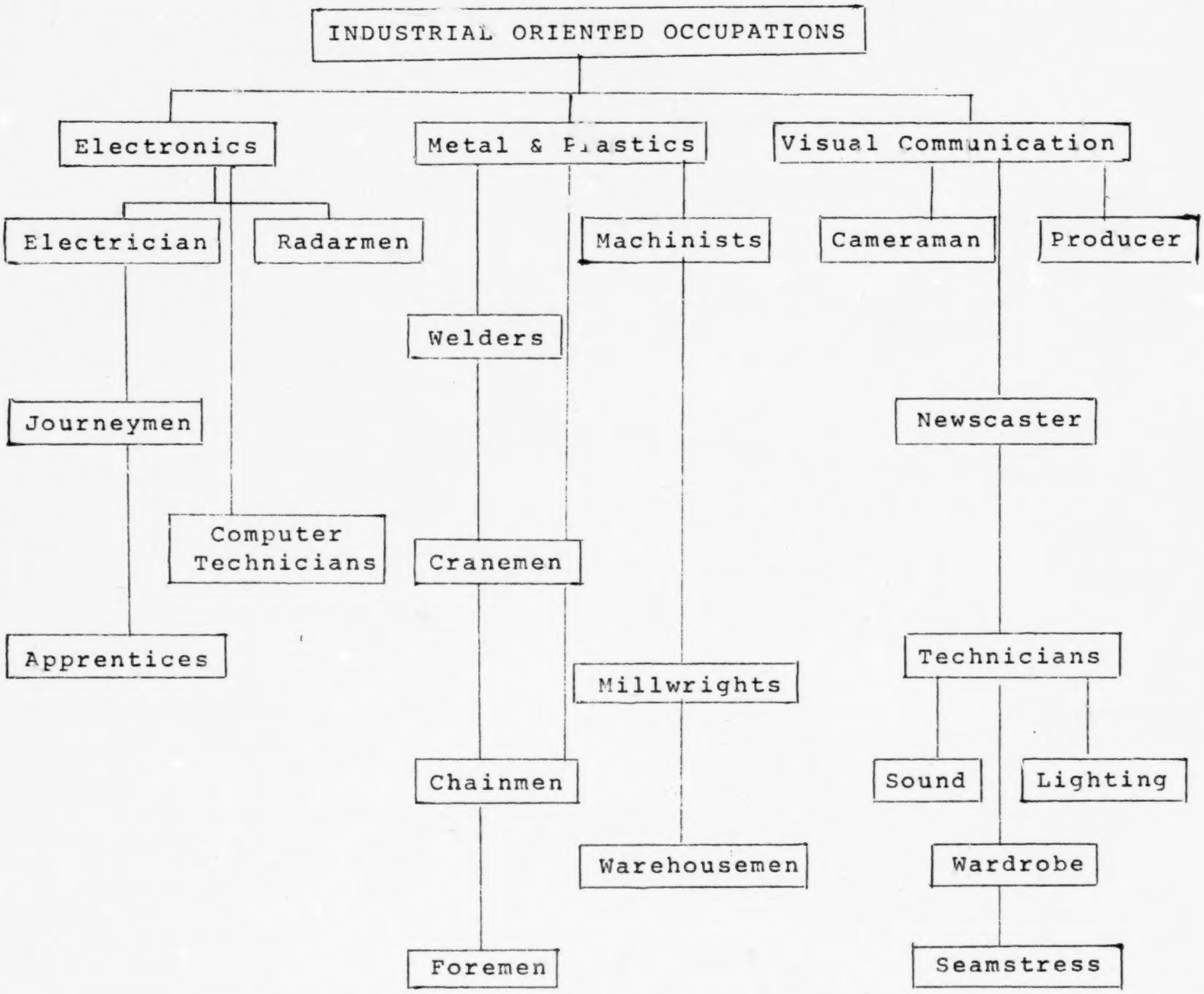
FOR UPPER GRADES


HEALTH OCCUPATIONS
Dental
Medical Laboratory Technology
Nursing
Rehabilitation
Dental Aide
Laboratory Aide
Health Aide
Geriatric Aide
Dental Assistant
Laboratory Assistant
Rehabilitation Aide
Dental Laboratory Technologist
Certified Dental Assistant
Nurse Aide
School Health Aide
Home Health Aide
Occupational Therapy Aide
Physical Therapy Aide
Orthotics and Prothetics Aide
Certified Laboratory Assistant
Tissue Technologist
Occupational Therapy Assistant
Physical Therapy Assistant
Orthotist and Prosthetist
Dental Hygienist
Licensed Practical Nurse
Psychiatric Aide
Surgical Technician
Medical Laboratory Technician
Cyto-technologist
Associate Degree Nursing
Mental Health Technician

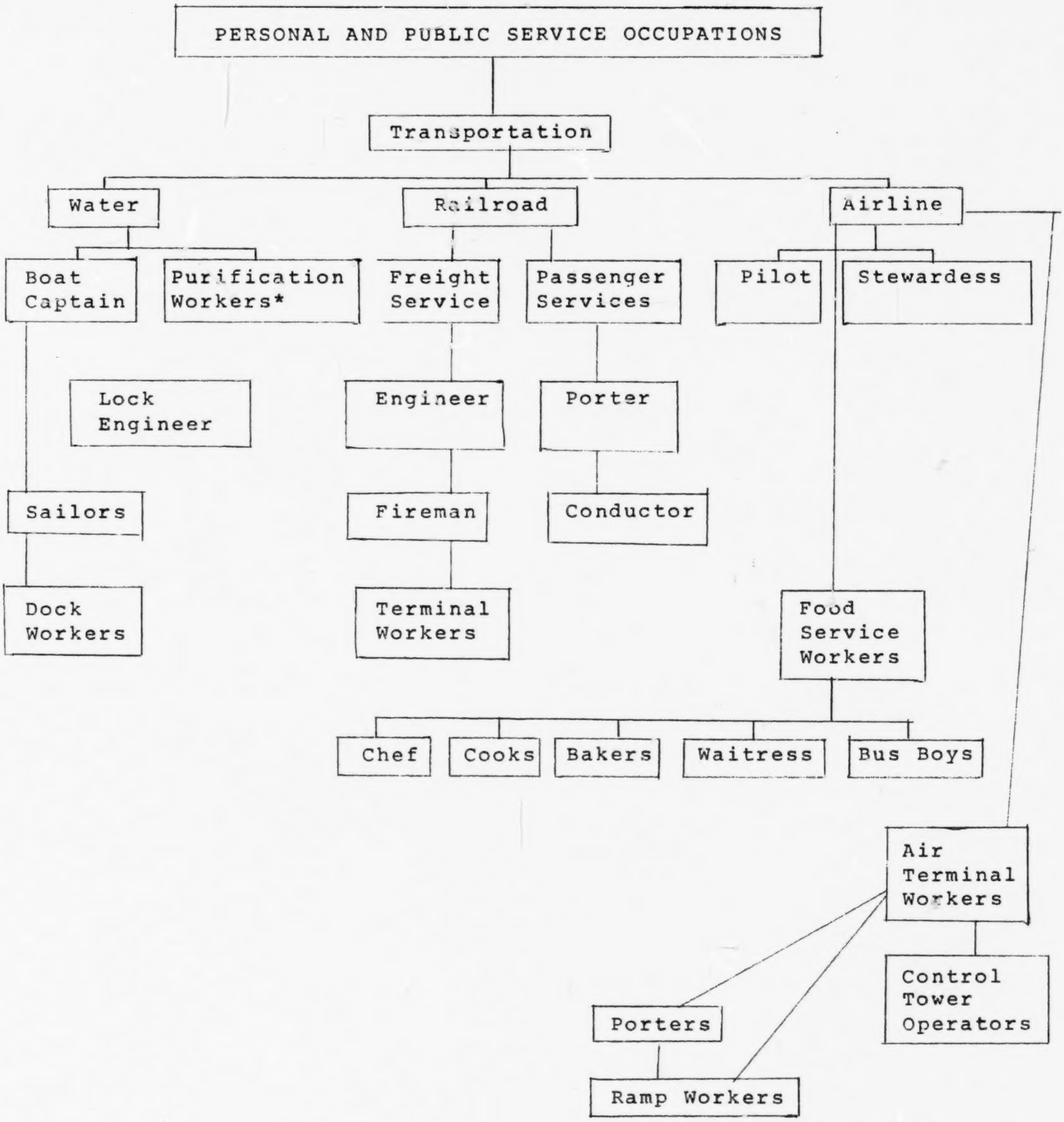
FOR UPPER GRADES


APPLIED BIOLOGICAL AND AGRICULTURAL OCCUPATIONS
Machinery Specialist
Implement Dealer
Supplier Representative
Agricultural Engineer
Teacher
Equipment Operator
Safety Technician
Environmental Specialist
Recreation Farm Manager
Game Biologist
Pollution Controller
Soil Conservationist
Game Farm Manager
Teacher
Horticulturalist
Golf Course Superintendent
Florist Shop Owner
Nursery Owner
Landscape Contractor
Teacher
Tree Expert
Animal Specialist
Veterinarian
Pet Shop Owner
Farrier
Livestock Farmer
Government Inspector
Teacher
Meat Processor
Supply Specialist
Elevator Operator
Manager of Cooperative
Aerial Pesticide Applicator
Farm Manager & Appraiser
Farm Organization Specialist
Teacher
Plant Specialist
Plant Breeder
Crop Farmer
Plant Pathologist
Crop Processor
State Inspector
Teacher
Fruit Grower

FOR UPPER GRADES

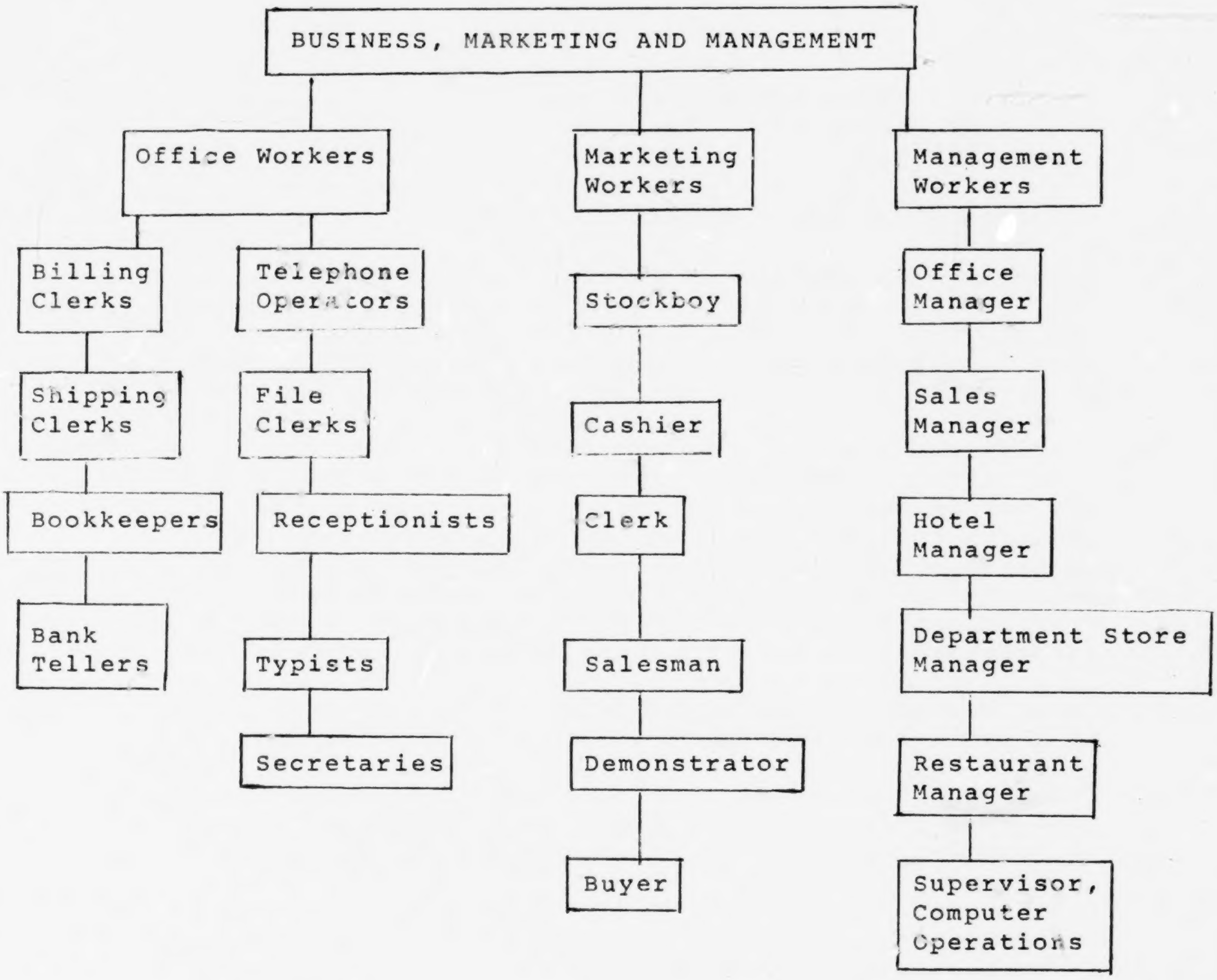

INDUSTRIAL ORIENTED OCCUPATIONS
Electronics
Metal & Plastics
Visual Communication
Electrician
Radarmen
Machinists
Cameraman
Producer
Welders
Journeymen
Newscaster
Computer Technicians
Cranemen
Apprentices
Technicians
Millwrights
Chainmen
Sound
Lighting
Warehousemen
Wardrobe
Foremen
Seamstress

FOR UPPER GRADES


PERSONAL AND PUBLIC SERVICE OCCUPATIONS
Transportation
Water
Railroad
Airline
Boat Captain
Purification Workers*
Freight Service
Passenger Services
Pilot
Stewardess
Lock Engineer
Engineer
Porter
Sailors
Fireman
Conductor
Dock Workers
Terminal Workers
Food Service Workers
Chef
Cooks
Bakers
Waitress
Bus Boys
Air Terminal Workers
Control Tower Operators
Porters
Ramp Workers

*Water purification workers are a part of municipal services.

FOR UPPER GRADES


BUSINESS, MARKETING AND MANAGEMENT
Office Workers
Billing Clerks
Shipping Clerks
Bookkeepers
Bank Tellers
Telephone Operators
File Clerks
Receptionists
Typists
Secretaries
Marketing Workers
Stockboy
Cashier
Clerk
Salesman
Demonstrator
Buyer
Management Workers
Office Manager
Sales Manager
Hotel Manager
Department Store Manager
Restaurant Manager
Supervisor, Computer Operations

PRELIMINARY FINDINGS FROM OUR RESEARCH INDICATE FIVE COMMON ELEMENTS WEAVING THROUGH THE CONTENT OF OCCUPATIONS

A. Occupations have a *history*. The past, present and future of the "job" and its "setting" can be interesting as well as informative. This historical view is often quite significant for children to understand the story of mankind's efforts to be human.

B. People and resources are usually located at fixed points. The natural environment within which they are found is usually described and worthy of being communicated, too. When we consider the sources and destinations of talent and resources, aren't we studying *geography*?

C. Occupations involve *communication* within the "work station area" and from that specific area to (or with) others who may be clients or customers. *Language* may be ordinary English, but often special images and other vehicles of expression are used. *Terminology* is an important aspect of this element. However, let's not draw it out in sterile batches and make it become the one standardized method of evaluating learning activities.

D. *Tools* and *procedures* to increase the energy available to do work are exciting content areas for children because they themselves are bursting upon the world with developing powers of their own. The study of *technology* has great learning power potential. Children love to be involved with the many ways energy can be put to work.

E. *Human relationships* have traditionally been considered the fourth R. Since the study of occupations focuses attention upon life-centered activities, adult roles have more meaning because the consequences of authentic actions can be seen to have meaning. People are the heart. People are the process. People are the content. The study of occupations is the study of people.

HOW TO GET THE MOST FROM A LEARNING EXPERIENCE OUTSIDE OF THE CLASSROOM . . .

WHY SHOULD YOU GO ON A FIELD TRIP?

To be worth the time you spend, a field trip must meet a specific need of the group. It can stimulate an activity, help in the search for more information, or pull together diverse activities of a class into a unifying whole.

Field trips can help your group:

1. add to and clarify information by seeing and feeling things you read and talk about.
2. learn to interview workers and observe how people work together.
3. see how adults carry out there responsibilities.
4. correlate skills and other curricular areas with experience in meaningful situations.
5. give children an opportunity to work together outside the classroom, to meet friends in a different atmosphere, to practice skills in human relations in real settings.

WHAT KINDS OF FIELD TRIPS BEST SUIT YOUR NEEDS?

A field trip may be:

1. within the school itself to get acquainted with the building, the grounds and the personnel.
2. in the school neighborhood to sharpen observation of the child's immediate environment.
3. to another school to exchange experiences or to introduce a group to another school situation.
4. outside of his immediate school neighborhood to explore an area of interest in a more distant part of the city or its surrounding area.

Field trips might be suggested to small groups or individuals for exploration on their own time. This may be the kind of suggestion which leads children and their families to explore an area of interest related to a topic of discussion in the classroom. A new interest may develop into a new topic of study for the class.

HOW TO PREPARE FOR A FIELD TRIP?

The following are suggestions of things to do to get ready. Each group will need to work out its own procedures depending upon the needs and interest of the group. However, there are some areas of definite responsibility.

The teacher should be responsible for:

1. guiding the choice of field trip and selecting the time at which the children will profit most by the experiences offered by the trip.

2. investigating the situation, if possible taking the trip in advance, to become familiar with the place to be visited, and things to be seen on the way to and from the place to be visited.

3. obtaining permission for the trip from

    (a) the principal before discussing it with the group.
    (b) the person in charge of the place to be visited.
    (c) the parents of the children.

Much of the field trip experience can be cooperatively planned together. A teacher and class can:

1. list the things they expect to see and the questions they would like to have answered. Children may decide who will be responsible for getting answers to their questions.

2. gather information before the trip using books and audio-visual materials.

3. discuss every detail of the trip

    (a) Time -- date, hour of departure, time to be spent on the trip.
    (b) Transportation -- how the group will travel and the safety rules to be observed.
    (c) Group needs -- social responsibilities of each individual as a member of the group, the organization of the group enroute and while on the trip, the possible need for members of the School Patrol.
    (d) Personal needs -- type of clothing needed, need for lunch, special equipment or tools.

HOW DO YOU USE YOUR EXPERIENCE WHEN YOU RETURN TO THE CLASSROOM?

The learning opportunities opened to the group as a result of a field trip are limited only by the group's capacity to learn, the sensitivity of the teacher, and the time available. The teacher and the group should evaluate the trip to:

1. see if questions were answered.

2. decide if the plans they made were satisfactory.

3. note progress of class thinking and discuss energy to be applied to further work.

The group will probably want to do some of the following in order to build effective learning experiences:

1. Gather more information to answer new questions that arose as a result of the new experience.

    (a) review some of the materials used and search for new materials.
    (b) look up related articles in books at school, at home, and at the public library.

2. Use the experience to correlate the classroom activities with various curriculum areas -- to make learning *visible*.

    (a) write thank you letters, letters for additional information, stories, poems, reports, booklets.
    (b) organize reports for the class, for other groups in the school, for parents.
    (c) create songs and dramatic plays.
    (d) make charts, diagrams, murals, dioramas, materials for the opaque projector, illustrations for booklets.

Most of all, the teacher will want to make use of the children's increased interests. The quality of living in the classroom can be improved if enthusiasm for life-centered activities is real.

Here's an approach you may use to develop a community resource file. We are enclosing a typical questionnaire form for use with business resources.

Dear ____________________

"Teach where the action is." With that guiding maxim, the Education Committee of the DeKalb Chamber of Commerce needs your help.

In cooperation with Community School District 428 and the Department of Elementary Education, Northern Illinois University, we are surveying the businesses and industries of this area to see how they can contribute to ongoing instructional programs. We are pleased that a group of students from NIU are assisting in this project and hope that their efforts will speed up the collection of data and compilation into a resource book for area teachers.

Please fill out the questionnaire and return it in the enclosed envelope. If further information about this project is desired, please call.

Very truly yours,

Chairman, Education Committee

1. What is the name of your business? ______________________________
    A. Address ______________________________
    B. Phone ______________________________
2. Who should be contacted to arrange the trip? ______________________________
    A. Position with firm ______________________________
    B. Phone ______________________________
3. Would someone be able to visit the classroom to prepare for the trip or follow it up? ______________________________
4. For what age children is the tour appropriate? ______________________________
5. How many can be accomodated at one time? ______________________________
6. How many school groups can be handled per year?______________________________
7. What is the best time of year to visit? ______________________________
8. What is the best time of week to visit? ______________________________
9. What is the best time of day to visit? ______________________________
10. How much time is needed for the visit? ______________________________
11. What is the cost to the pupils? ____________ To the school?______
12. Are there facilities for meals? ______________________________
13. Is there ample parking space? ______________________________
    A. Bus ______________
    B. Car ______________
14. What can be seen, heard, tasted, felt, etc. that you feel is unique to your business? ______________________________

____

____

____

Questionnaire Cont.

15. Do you have special exhibits, films, tapes, etc. that could be used for instructional purposes? If so, what are the subjects and how may they be secured? ______________________________

____

____

16. Brief description of the tour ______________________________

____

____

17. Is guide service provided? ______________________________

18. Are there any special saftey precautions to be observed during the visit? ______________________________

____

19. In what other ways can the business and industries of this area contribute to the education of our young? ______________________________

____

____

____

____

20. What can the school community do for you? ______________________________

____

____

____

____

YOU CAN RECORD PERTINENT DATE ON A FORM LIKE THIS:

Name of business______________Address_______________Phone______________

Contact (Whom) _______________Position______________Phone______________

Resource person available for visit to school: Yes____ No____

Name_______________________Position______________Phone______________

Maximum number of students allowed______________Grade Level____________

Number of school groups handled per year__________________________

Best time of year________Best time of week________Best time of day_____

Approximate time needed to make the tour__________________________

Cost to the pupil_____________Cost to the school_______________________

Facilities for meals ____

Parking facilities __________________Bus__________Car______________

Special Instructional Materials Available_____________________________

____

____

Exhibits__________Films______________Tapes_________________________

Printed materials____________________Others_________________________

Description of the tour____

____

____

____

Guide service provided____

Special safety precautions to be observed, if any_______________________

____

Appropriate follow-up activities_______________________________________

____

. . . OR A SYSTEMATIC CARD FILE COULD BE KEPT IN A LEARNING CENTER OR LIBRARY. THESE SUGGESTIONS ON HOW TO ORGANIZE DATA FOR QUICK RETRIEVAL AND USE HAVE BEEN USED IN SEVERAL SCHOOL DISTRICTS.

(front)

Resource Persons

Subject________________ Age/Grade Level__________

Name & title of person to contact_______________

____

Address (home)________________ Phone____________

Address (business)______________ Phone____________

Best time to contact____________________________

How far ahead__________________________________

Days available______________ Hrs. available________

Occupation_____________________________________

Educational Background__________________________

(back)

Previous experience presenting subject to:

Children__________ Youth__________ Adults__________

Evaluation by other teachers:

	School	Grade	Date	Comments
1.				
2.				
3.				
4.				

FIELD TRIP SURVEY MASTER CARD

file heading
Industry (front)

Name of agency______________________ Date contact______

Address_____________________________ ___________________
(st) (city)

Telephone________________________

Name of contact person___________________________

Trip suitable for age group___________________________

Number of persons___________________________

Instructional materials available___________________________

____

Time - day/year___________________________

Time required tour___________________________

Special instructions___________________________

Is first-aid service available___________________________

(back)

Evaluation by Other Teachers

Name of Teacher	School	Date	Age	Unit	Guide Service Satisfactory

Remarks____

HERE IS A REPORT ABOUT THE USE OF A FEW COMMUNITY RESOURCES IN WHEELING.

VOLUNTEER-AIDE BUREAU
School District #21
Wheeling, Illinois

TO: All Staff Members FROM: Sandra Nizzi, Coordinator

During the year several resources have been available for use by our teachers.

Some industries in our area have been willing and able to be a resource for us . . .

Ekco Products will come and *visit in the classrooms and show a film* on their assembly line processes.

Television Manufacturers of America will take small groups through their assembly line process and let them see how television sets are manufactured. They also will answer any questions in a discussion group following the tour.

National Food Store in Dunhurst Shopping Center will take small groups of students through their store, explaining various departments and their functioning.

Culligan Soft Water Company will send a speaker to inform students on the chemical process for making soft water. Tours of their plant in Northbrook are available.

Abbott Laboratories will *send speakers with slides and movies* on ecology and drug abuse from the offices in Waukegan. Speakers with films regarding careers at Abbott and one dealing with products manufactured at Abbott are available.

March Manufacturing Company in Glenview has *speakers available* on how pumps work and methods of production.

Denoyer-Geppert Company has a speaker who will come out to schools and show how maps are made and how to read them. They prefer 4th graders and up.

Oscar Mayer Company has a *film on meat inspection*, processing, grading, buying, identification. Speakers, too.

Honeywell Industries, Wheeling, will send speakers to explain air conditioning, how a furnace is installed and operated, security alarm systems, etc.

Commonwealth Edison will give a presentation to students on electricity and its uses, how it is utilized in homes, etc.

Peterson Enterprises, Inc. has information on manufacturing of motion picture machines and their attachments.

WBBM radio will send *a speaker on newswriting* and producing radio shows or any phase of radio requested.

COMMUNICATE AND INVOLVE THE PARENTS

SCHOOL____________________GRADE_______TEACHER________________

Dear Parents,

As a part of our regular instructional program, we would like parents to come to our class and tell the students about their occupations. Our children will benefit by contact with an adult who is contributing to himself and his society. We are sure they will have many important questions to ask.

Please fill out and return this form. You will be contacted to arrange a definite time and date. The general objectives of the program and suggestions for the things we would like to know about will be available. We are interested in all occupations.

- -

Please return to the teacher.

Name________________________________Phone_____________

Address____

Occupation____

Company or Firm_______________________________________

It would be most convenient for me to be at your school on (days and times).

____

____

____

____
Signature

You may wish to send this kind of letter to interested talent.

Thank you very much for your willingness to participate in our program. Without your cooperation this phase of our program could not exist.

The objective of these sessions is not to get students to make career choices, but rather to help elementary students realize that everyone works, that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist (there are many things to be besides cowboys, firemen, nurses, and teachers) and make their present schooling more relevant to their future.

Your company or business *may* have some materials they would furnish for you to bring along, perhaps some pamphlets. You might check with your public relations office. Please bring your tools or whatever you work with. Certainly, if you wear a uniform or special clothing of any kind (welding hood?), bring or wear it if you can. Here are the kinds of things we would like to hear about:

--What is your job title or description?

--Briefly describe what you do.

--What aptitudes or skills are important for your job?

--Do you have to deal with the public? If so, would you care to comment on this?

--If you are separated from people most of the time, working with *things*, how do you feel about that? Do you prefer *not* having to deal with the public or fellow workers?

--What do you consider the best points of your job? the worst?

--Is your job personally rewarding and fulfilling? Do you enjoy going to work? Do you recommend it as one of the alternatives students should consider?

--You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?

--What is the outlook? Will this type of employment exist when these students enter the world of work?

--What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?

--What training is required? (High school? Trade School? College? Apprenticeship? Graduate degrees?)

--Is the field difficult to enter? (Union membership, professional school entrance quotas, etc.)

--How does this type of career relate to what these students do now in school?

--General information on working conditions, bosses, employees, etc.

EXAMPLE OF THANK YOU LETTER:

Date

____

____

____

____

Dear__________________,

Thank you for participating in our program of career talks. We find this activity very helpful to our elementary students. Direct experience with working adults adds relevance and meaning to their studies.

We appreciate the time and energy you gave to the education of our students.

Sincerely,

Rather than using an impersonal thank you letter, the students can express their own thoughts and feelings. Many language skills can be taught from this base. Letter writing by children can become an integral part of an instructional program.

HERE IS A DIFFERENT KIND OF APPROACH TO PROVIDE OCCUPATIONAL INFORMATION TO CHILDREN.

The following occupations appeared in stories of basic readers and were used as vehicles for videotape programs. The tapes were produced and used locally. A special teacher presented the videotapes in different classes and organized discussions and follow-up activities.

	GRADE LEVEL
School Crossing Guard	K
Policeman	K
Supermarket	1
Mail Carrier	1
Bank Teller	2
Bus Driver	2
Meat Cutter	3
School Principal	3
Excavator Operator	3
Hamburger Drive-In	4
Pet Store Owner	4
Photographer	4
Service Station	5
Radio Station	5
Telephone Installer	5
Computer Operators	5
Barber	6
Secretary	6
Librarian	7
Railroad Switching Crew	7
Forest Preserve Naturalist	7
Jeweler	8
Job Printer	8
Plumber	8

From Thornton Area Public School Association

HOW TO GET MATERIALS AND OTHER SERVICES?

Our strategy has been to work with the teacher's imagination rather than to provide a platform of texts, workbooks, films, filmstrips, and other programmed materials. However, every curriculum committee should have one person dedicated to the task of developing a library of resources for instruction.

The district's professional library, learning centers of the schools, and even classroom library corners may have to be restructured to give visible impetus to the new directions of your program. *If materials are accessible, they will be used more frequently and more effectively.*

Liason with interested parties in the community especially parents, perhaps lay advisory committees may have to be formed, will help to keep materials relevant and appropriate to the interests of the children.

Free materials are available from many sources within the community as well as from national foundations and trade associations.

Many "public relations" materials, especially films, may be borrowed at little cost. Sometimes teachers may find they will be doing the business concerns a favor by utilizing the office which is set up to promote the company's image. Naturally, your school district's support system to acquire books and other media for its teachers should be made known to teachers in pre-school workshops and lists of available materials distributed early and often throughout the school year.

The talent and expertise of state office personnel and faculty of state universities are available for a variety of services. Requests through proper channels will bring individuals or instructional teams to aid with specific projects. Many people have experience in utilizing community resources to make *The World of Work An Effective Organizing Center For The Elementary School.*

Sharing actual teaching experience makes new innovations credible.

SUGGESTIONS FOR STAFF DEVELOPMENT ACTIVITIES

By this time you're probably becoming a little anxious because you want to weave all of this content into a plan for the development of your staff. As a benchmark for your thinking we are including a short outline to satisfy your need to put process and content together. How many of the following have you already thought through? How many can you manage with the energy system available to you?

1. A committee made up of classroom teachers and administrators to plan specific behavioral objectives and activities for interested teachers.
2. Visitations to classrooms where World of Work instruction is being planned and implemented.
3. Special workshops to focus attention upon educational goals and outcomes.
4. In-service meetings to learn new skills of teaching.
5. Lay advisory committees to evaluate present products of schools and suggest new directions and priorities.
6. Grade level teams reporting to school faculties and parent groups.
7. Special projects by learning center directors to highlight particular careers or to show the relevance of academic content to particular occupations.
8. Pilot experiments to test selected concepts in classroom settings.
9. World of Work Fairs and other all-school activities that bring school and community together.
10. Consultant help from state office personnel and/or university faculties.

WE'RE GLAD YOU ASKED!

1. How should I start this program?

   We suggest you make up a plan for a short period of time using a specific resource with which you are familiar. Start with an idea comfortable to you and an outside guest speaker (talent) with whom you can freely communicate. In your plan accentuate the language skills which may be learned and try to highlight important elements of this person's work and life. Build in a simple evaluation device such as letters written by your children to their parents about the speaker. Carefully examine your feelings about the attitudes that were developed as well as your thoughts about academic performance of your children. Talk to a few colleagues about what you did.

2. What should I do with my present curriculum which stresses sequential subjects?

   Life comes first. A combining of the interests of your children, resources of your community, and your judgment of what your children need to learn *is* your curriculum. Curriculum guides which lay out sequence and scope should be used as benchmarks, but not as day-to-day teaching guides. Sequence begins and ends with individual learners. Subjects become alive when content becomes portrayed through the actions of people. A people-centered curriculum may not have neat categories and master time schedules, but it should hold great generative power for the introduction and integration of worthwhile academic subject matter.

3. How should I use my current textbooks and workbooks?

   All materials should serve the purpose of increasing learning potential of children. There are many magnificent stories and exercises in standard text materials. There's also much that can be ignored because it is not relevant to your particular needs at the time. Our approach pulls the teacher away from being an assistant to the textbook and forces one to plan in terms of "doing" activities. We feel there's nothing special about the printed word as published in a text. The real world offers much printed matter, visual imagery, and direct experience that is wholesome and significant, too.

4. How can I find out what the children are learning? Can you see the development of attitudes?

Children's performance can be ascertained by arranging many opportunities for them to display what they can do. Oral and written reports, roleplaying situations, graphic representations, and other visible means by which specific behaviors are highlighted can provide opportunity for self-evaluation by students as well as evaluation by the teacher. Attitudes are inferred from actions. Writing about or acting out attitudes can provide evidence for even an unskilled observer. A child's self-image can be a reliable indicator of what is being taught.

5. How time consuming is this approach? What about skill development?

We suggest one small step at a time. Some teachers can integrate many subject areas and skills into one unifying experience. Other teachers need to plan specific times when they do one thing well. If a skill should be taught, then the activity of the class should be such that an evaluation of that skill is easily obtained. Organizing activities, skills, and content around the World of Work should allow for *more* free time to be used by children for expressive activities because their learning energies will be related to meaningful real-life situations. They will produce higher quality work. Those who need to cover specific curriculum areas in particular time allotments will find their subjects may blend and create "free space" for discussion and review.

6. How can I get administrative support for this approach?

Two ways of gaining support can be tried at once. The first one looks positively at the latent wealth residing in the immediate school community (especially the power potential residing in parents of children in your class). Showing the results of an inventory you have taken of occupations, travels, hobbies, and other interests confronts your educational leader with substantial evidence of what might be done. A few simple, yet practical plans for involvement with people outside of school would demonstrate your interest and expertise. The second approach is to point out deficiencies in present student achievement, then suggest increased motivation for learning will come through people-centered activities. Children who identify with real people and see meaning in their studies usually progress further along the academic ladder. (Of course, your children could begin their studies of The World of Work by interviewing the "boss".)

7. How should I explain to parents what we're studying as we become involved in the World of Work?

   Let the child do the work. Have the children write, speak and draw to explain as best they can their feelings and thoughts. Parents love to see their children's work. Even if the child is trying and there is little evidence of successful accomplishment at this point, parents will appreciate being informed about the nature of the instructional program and the objective to be attained. Of course, those parents who become involved by participating directly in interviewing and field trip experiences of the class will speak naturally and excitedly about their involvement in their children's education. Your school's public relation program can capitalize on the positive force which you have created. Pictures and stories in the local paper do much to introduce and reinforce your life-centered approach to education. Open houses and other such group activities add to the morale and spirit of the class . . . and parents.

8. Which speakers are appropriate for my class? Should I start with the parents of my students? If so, what should I ask them to do? How can I prepare the children for the outside talent?

   If you have thought through specific behavioral goals for your children, you should be able to center on particular community people who could help you in your work. You may decide to begin with a person working in the bank because you want to develop mathematical skills or an understanding of our economic system. On the other hand, you may wish to begin with a trip to a supermarket because of the interest that will be aroused in foods or consumer education. You might want to use a field trip as a diagnostic tool to better understand your students. Then again, you might decide to build a program of parent visitation so that the "community" of your classroom is enhanced. Our suggestions are to encourage face-to-face discussion about authentic work experience, displaying tools, uniforms and so forth. Children should see that the world around them and their academic studies are related. (See the brochure *Interviewing: A Basic Instrument of Inquiry* for specific help for preparing children for outside talent.)

9. Which field trips will be best?

Children can't make sense of everything they encounter. Some places in the community are dangerous to children. Some places in the community have little to offer because the children are not able to get behind the scenes. Some places in the community are too sophisticated for young minds. Each teacher has to determine the potential of each field trip and weigh the direct experience against what could be gained by reading, telephoning, or other such means. Classic field trips such as a visit to the fire station can become more significant as children learn interviewing skills and become more independent in their quest for knowledge. Generally speaking, field trips to exotic places far away from the school and field trips which require *extensive* pre-planning are not worth the trouble they take. Frequent, short local visitations are preferable to one big, drawn-out day.

10. Where can I go to visit classrooms where teachers are using these new ideas?

During the school year 1970-71, ABLE Model Program was developing a theory of practice with participating teachers in the University School of NIU and the following school districts: DeKalb, Wheeling, Long Grove, and Mundelein. Interested teachers in many other schools throughout Northern Illinois tested out several ideas and activities, too. Our project serves as a clearinghouse for instructional innovations for this area. We will be happy to help classroom teachers and administrators with visitations as well as with consultant services and materials.

APPENDIX

Additional material on rationale for new directions in elementary education and more practical suggestions for teachers are included to provide more resources for your curriculum planning.

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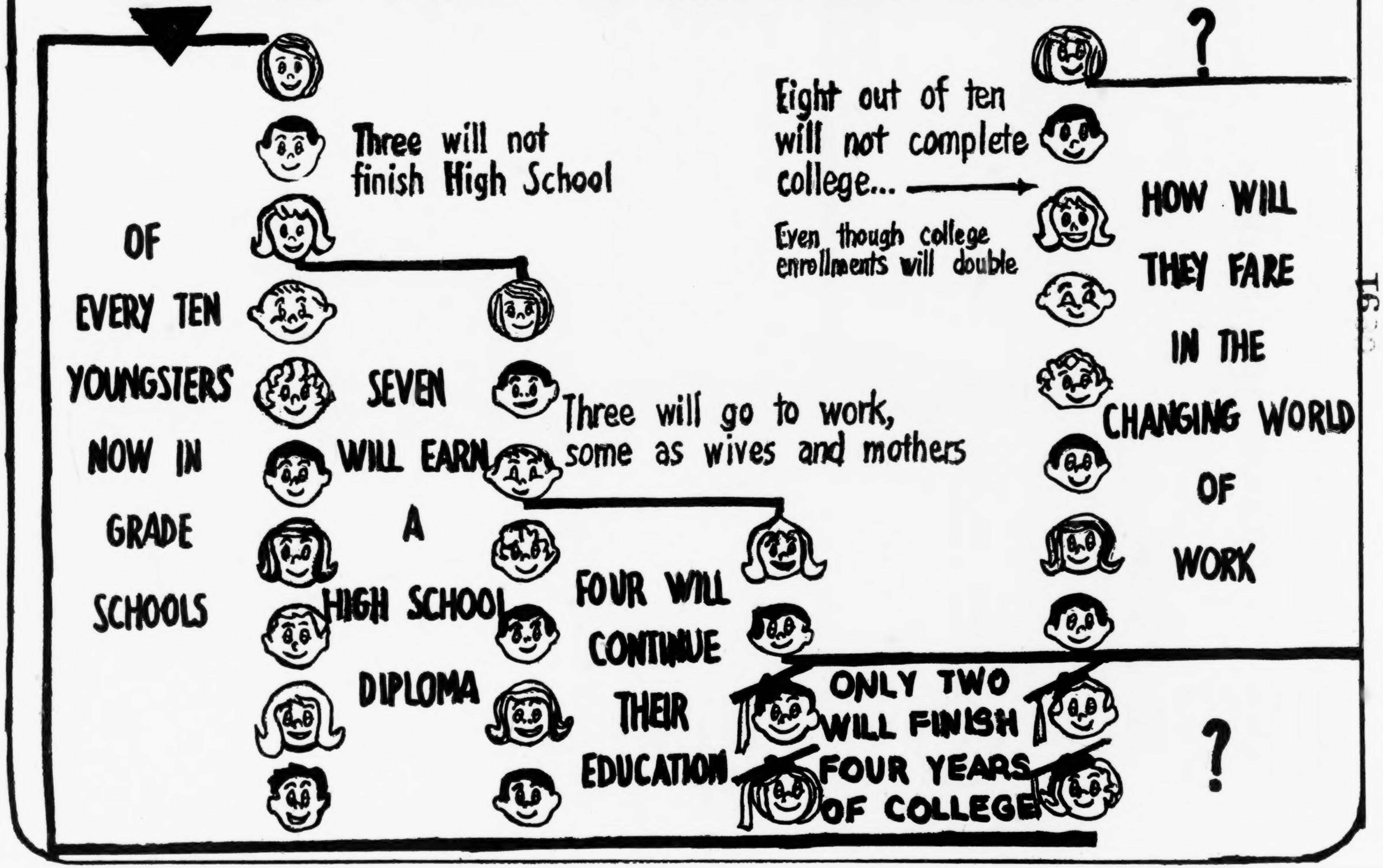
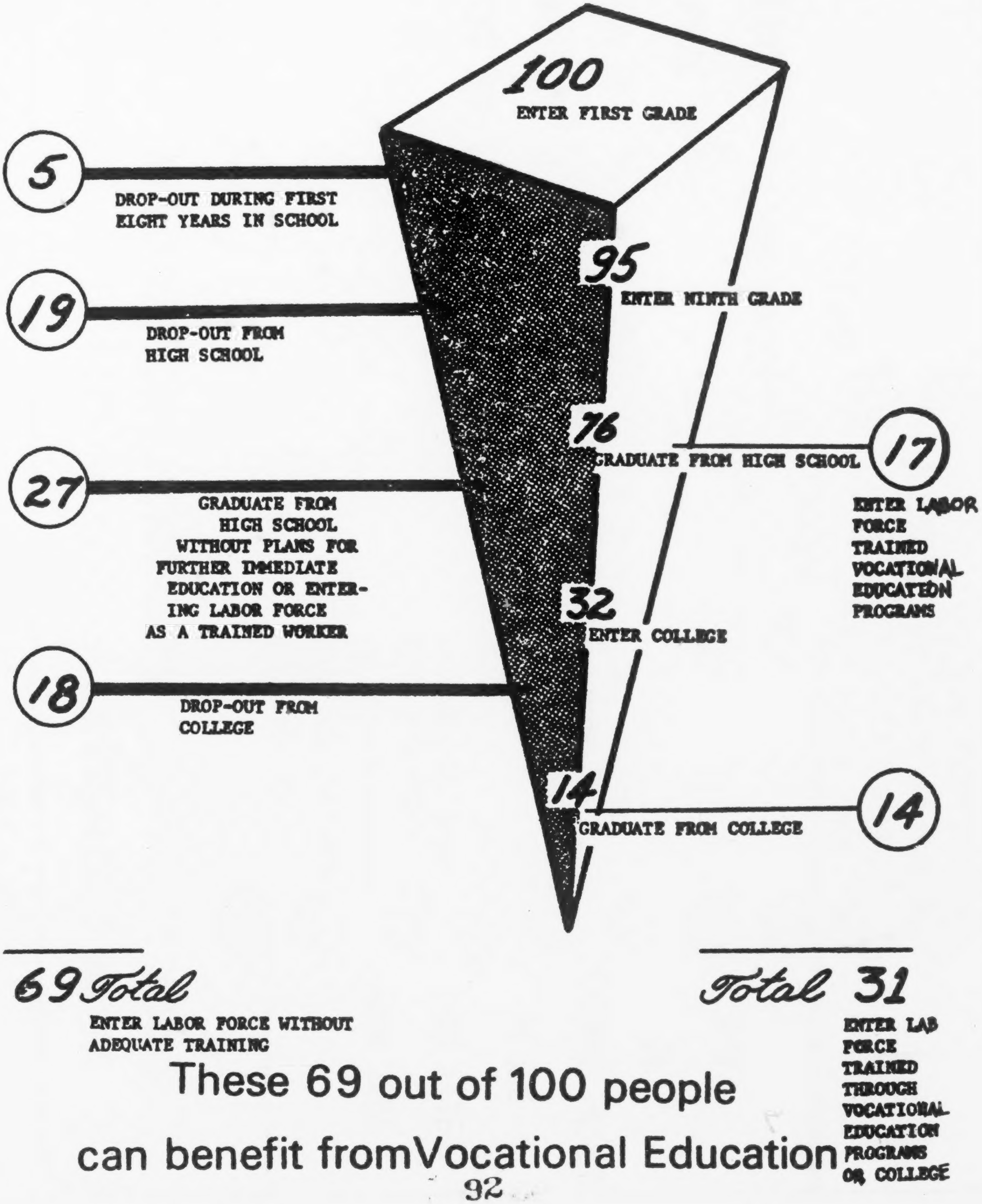
SCHOOLS MUST HELP 26 MILLION YOUNGSTERS WORK THEIR WAY THROUGH THE CHALLENGING DECADE AHEAD ......


OF EVERY TEN YOUNGSTERS NOW IN GRADE SCHOOLS
Three will not finish High School
SEVEN WILL EARN A HIGH SCHOOL DIPLOMA
Three will go to work, some as wives and mothers
FOUR WILL CONTINUE THEIR EDUCATION
ONLY TWO WILL FINISH FOUR YEARS OF COLLEGE
Eight out of ten will not complete college...
Even though college enrollments will double
?
HOW WILL THEY FARE IN THE CHANGING WORLD OF WORK
?

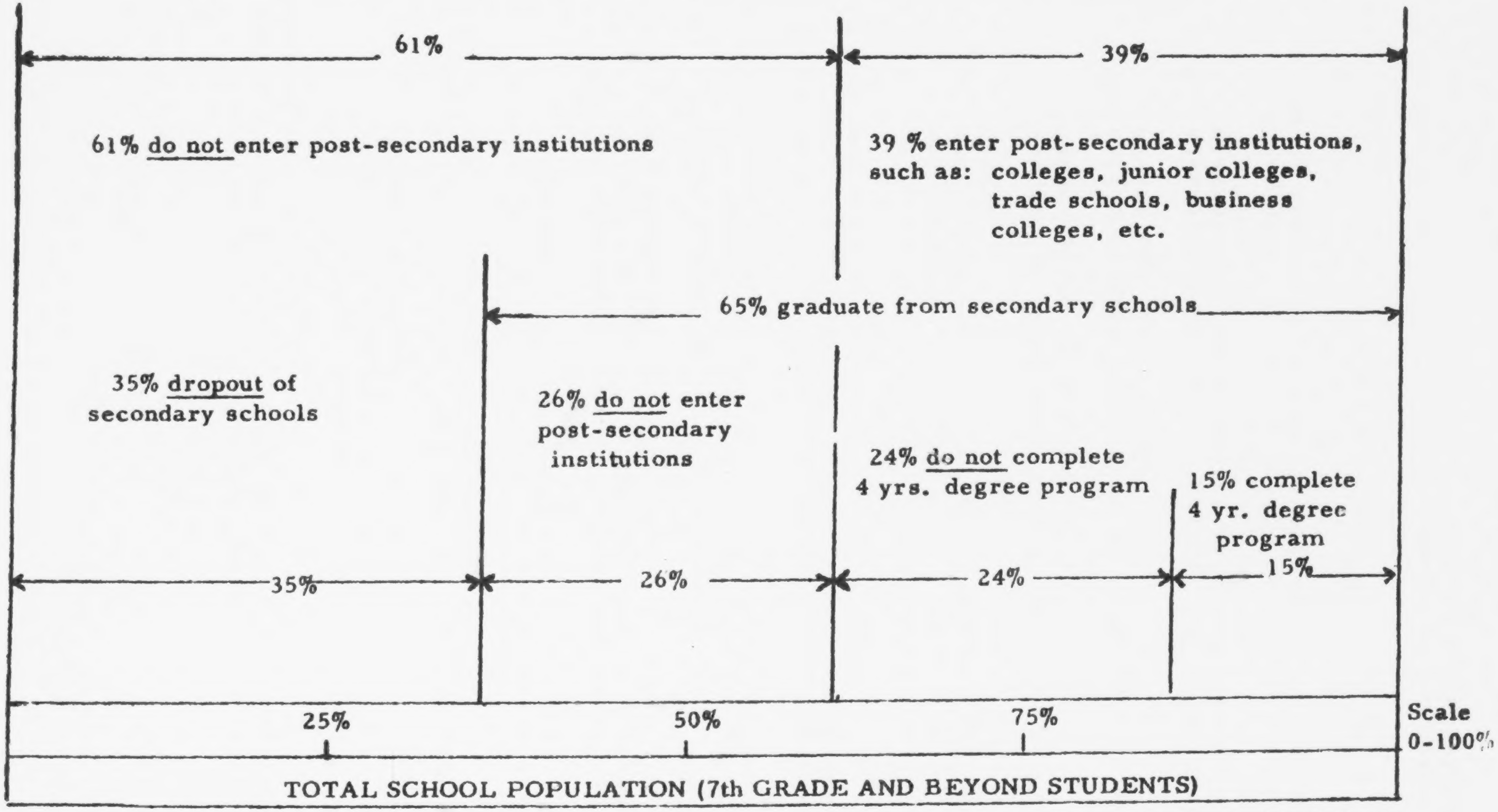
The Need For VOCATIONAL EDUCATION



These 69 out of 100 people can benefit from Vocational Education

--M. I. T. Survey - 1965

National Education School Population Profile (7th Grade and Beyond)



In America and Illinois, we look to our schools to give the individual the opportunity to develop to his fullest potential. When an individual falls short of his potential, the community loses, the state loses and the nation is poorer. Since the strength of our society depends on the full development of every individual, occupational education must be a fundamental part of the total educational program for the 85% of the population who do not receive a college degree.

Program Planning Unit
Division of Vocational & Technical Education
Illinois State Board of Voc. Educ. & Rehab.

SOURCE: Summer Study, M.I.T., July-August, 1965
Occupational Vocational and Technical Education

April 18, 1971

TO: ABLE Staff

I've finally decided to list some of my opinions about "tested education values" using World of Work as fuel for teaching second grade.

1. Most important there is greater transfer value from classroom instruction to the outside world.

2. Respect is gained for educators by letting the outside world into the classroom.

3. New dimensions are added to basic texts. Story characters work and use tools, too.

4. New opportunities are provided for skill building and personal development in social and academic behavior.

5. Extends opportunities for finding and implementing students interest. (Individualized instruction)

6. More opportunities are available for students to make choices and judgments about themselves and others.

7. Students have a greater awareness of community and larger world dependency of people upon each other because of their work. (Composite needs)

8. Reinforces "work ethic" at a time when it is being tested by segments of society.

9. Builds student competence in relating to adults and their world.

10. Adds dimension to the teachers "role" through working with other adults in other fields.

P.S. I have gained or reinforced these opinions through daily use of the World of Work format in my classroom.

Sincerely,

Doris Miller
Teacher, 2nd Grade
Willow Grove School

able
MODEL PROGRAM

authentic
basic
life-centered
education

Dear Dr. Wernick:

As the year draws to a close, I find enough experiences behind me to begin evaluating the World of Work and what it has done for my classroom.

To begin with, I would like to explain how we used the World of Work in our classroom. Through trial and error we found that not enough interest was generated or skills taught when we tried having one visitor per week. It seemed to be "too confusing" and "too much". We would just get rolling on one project and then have to lay it aside and begin a new project. *Our class this year is one that enjoys long term special contracts and projects.* By having too many people in to explain about their occupations, not enough time was available for research before the next visitor was "knocking at the door". We then found that by spending several weeks exploring all areas, for example of the building industry, it spurred more special interest groups and more individual project involvement. *It also gave us more time to interview several people who might be performing the same job.* This the children did on their own and brought back their findings to be shared with the whole classroom.

Each Friday we shared our interviews with each other and compared our findings. *Children learned interviewing skills very quickly as they listened to those around them and evaluated each others' findings.* They found out what was important to know and what was of little or no interest.

As a classroom teacher, more time with each project allowed planning time for certain skills that evolved from a particular project. I could also take time *to individualize assignments* so that all children were not doing the same thing at the same time. During our Friday sharing time I found these individualized assignments to be invaluable for the shy, quiet, often non-involved child. *The World of Work also promoted a higher interest level for learning basic second grade material because the program correlates with so many fields* (math, science, social studies, health, reading, language arts, etc.). *What more could a teacher ask for?*

Throughout the year we have covered as thoroughly as possible all phases of the building industry, the story of flight, animal care beginning with the veterinarian straight through to using animals in medical research.

Because of spending many weeks on each project, we were able to research all of the occupations needed to build and sell real estate. We found out how many people it took to run a veterinary hospital and how we use animals in research. We scratched the surface of O'Hare Field and found that fifteen different occupations were needed to get our pilot, Mr. Chandler, off the ground and flying his American Airlines Boeing 727. Consequently, *material never runs out,* just time, the teacher, or both!

As a teacher involved in the World of Work, *I have found hundreds of avenues of learning opened,* many yet to be researched. I have also discovered that a program such as this must be tailored for each incoming group of students according to their special interests -- no chance to become stagnant! *One teacher may find her way of using the program entirely different than another teacher at the same grade level.* That proves that *the World of Work is a fine instrument for teaching because it allows a teacher to individualize herself as well as her students with regard to instruction.*

I am sorry to admit that you have only a random sampling of what really went on "behind the scenes" in our classroom. Had I know ahead of time what the results would be on some of the projects my class accomplished, I would have made arrangements with parents to keep more of their work. I find it very difficult to ask a parent to part with a hand-made, hand-painted helicopter that looks to real it could fly. I guess that "hind-sight" is better than "no sight".

Our class has decided that they would like to end this year with a slide program especially for parents, to share with them some of our experiences while working with the World of Work. When we finish with the slides, we will send them to DeKalb, if you wish. We also have some materials from our flight project that you may have if you are interested.

See you at EXPO '71 and thank you for allowing me the opportunity of participating in the World of Work. *It has proven to be an invaluable experience for myself and my second graders.*

Sincerely,

Sandra Anderson
Second Grade, Willow Grove

(Italics by project staff)

May 1971

OCCUPATIONAL INVENTORIES FROM COLLINSVILLE, ILLINOIS PUBLIC SCHOOLS

Responses to "What kinds of jobs would you like to learn more about?"

FOURTH GRADE

FREQUENCY	OCCUPATIONAL AREA
138	Teaching
100	Nurse
83	Professional Athlete
38	Secretary
37	Policeman
35	Racing Cars
34	Medical Doctor Scientist Veterinarian
32	Mechanic
24	Counselor
23	Truck Driver Fireman
21	Engineer
19	Pilot Farming
18	Astronaut Artist
17	Armed Services Salesman
16	Airline Stewardess Beautician
15	Lawyer
13	Actor or Actress
12	Railroad Worker Architect Waitress Carpenter
10	Cook
9	Construction
8	Horse Trainer Clerk Missionary
6	Banker Zoo Work Factory Worker Computer Programmer Jockey
5	Mayor Writer Movie Producer Steel Producer Scuba Diver Telephone Company Dancer Model
4	Singer Babysitter Lumberman or Logger Minister or Priest Postman
3	President Principal Electrician Gardener Machinist
2	Shipper Game Warden Druggist School Supt. Broadcasting Housekeeper FBI Agent Garbage Worker Cesspool Cleaner Accountant Skater Dress Maker Painter
1	Governor Life Guard Bottle Maker Bartender Fisherman Stock Broker Psychiatrist Heavy Eq. Driver Computer Repairman Skier Engraver Judge Banker Canner Barber Designer

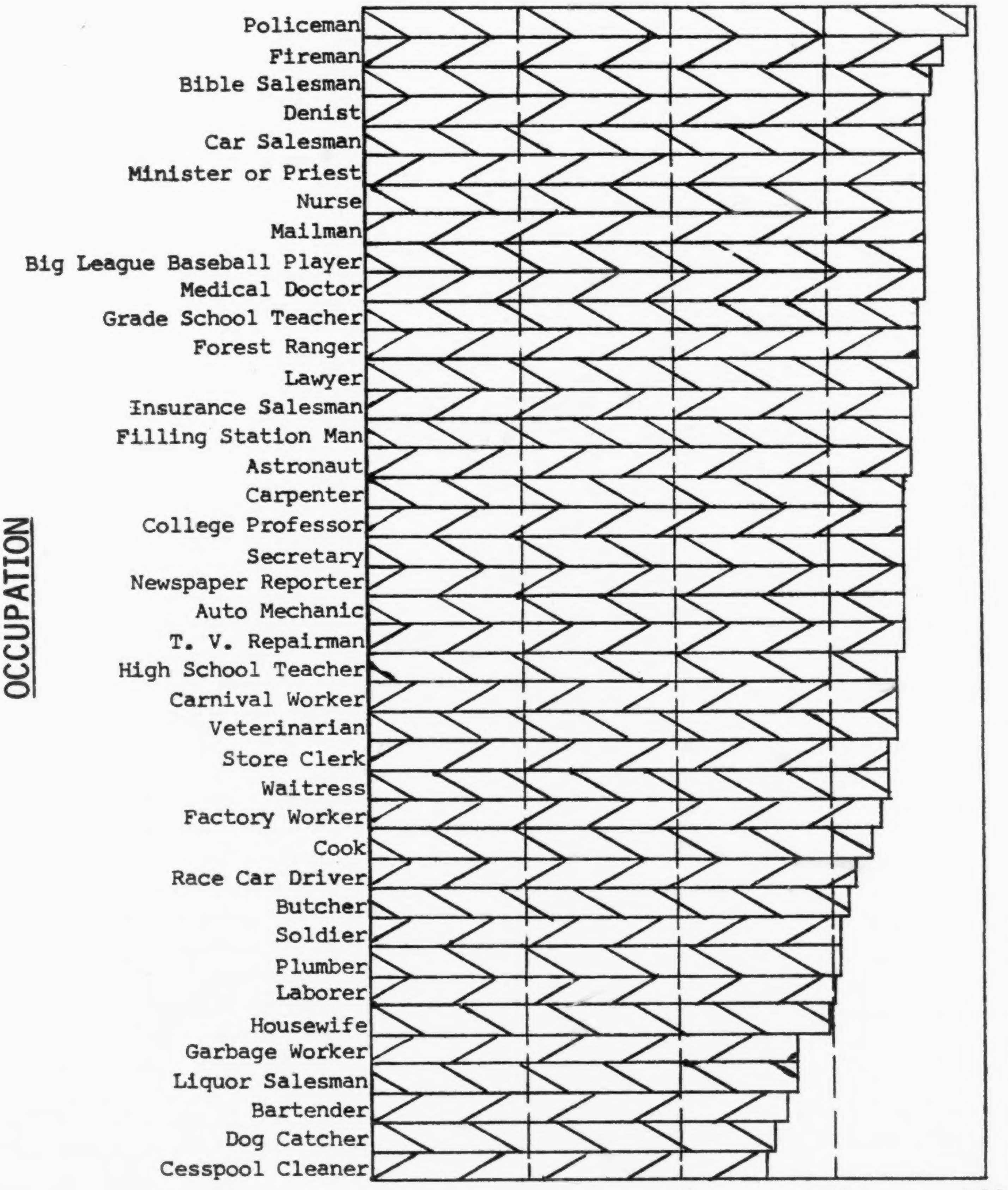
SIXTH GRADE

FREQUENCY	OCCUPATIONAL AREA
124	Teaching
69	Nursing
56	Secretary
53	Mechanic
45	Medical Doctor
44	Race Car Driver
38	Scientist
37	Policeman
30	Professional Athlete
28	Lawyer
26	Veterinarian
23	Carpenter
21	Salesman
19	Airline Stewardess
17	Truck Driver
	Armed Services
	Electrician
	Banker
15	Factory Worker
	Engineer
	Farming
14	Astronaut
12	Artist
	Jockey
	Cook
	Waitress
	Beautician
10	Fireman
9	Pilot
	Counseling
8	Store Manager
7	Telephone Company
	Horse Trainer
	Architect
	Actor or Actress
6	Minister or Priest
	Forest Ranger
	Model
	Construction Work
	Railroad Worker
5	Computer Programmer
	Politics
	Musician
	Babysitter
4	Welder
	Broadcasting
	Social Work
	Dentist
	Fisherman
	Rancher
	President
3	Machinist
	Newspaper Work
	Lumber Jack
	Singer
	Librarian
	Clerk
2	Missionary Work
	Carnival Worker
	Life Guard
	Tree Trimmer
	Explorer
	Funeral Director
	Mailman
	Film Producer
	Miner
	Bookkeeper
1	Writer
	Tailor
	Barber
	Principal
	Skater
	Senator
	Governor
	Mayor
	Bartender
	Designer
	Composer
	Warden
	Dog Trainer
	Dancer
	Hotel Worker
	Dog Catcher
	Scuba Diver
	Zoo Manager
	Psychiatrist
	Plumber
	Spy
	Sky Diver

FROM COLLINSVILLE PUBLIC SCHOOLS

PERCENT INDICATING THAT WORKERS IN CERTAIN OCCUPATIONS
SHOULD BE PROUD OF THEIR JOBS

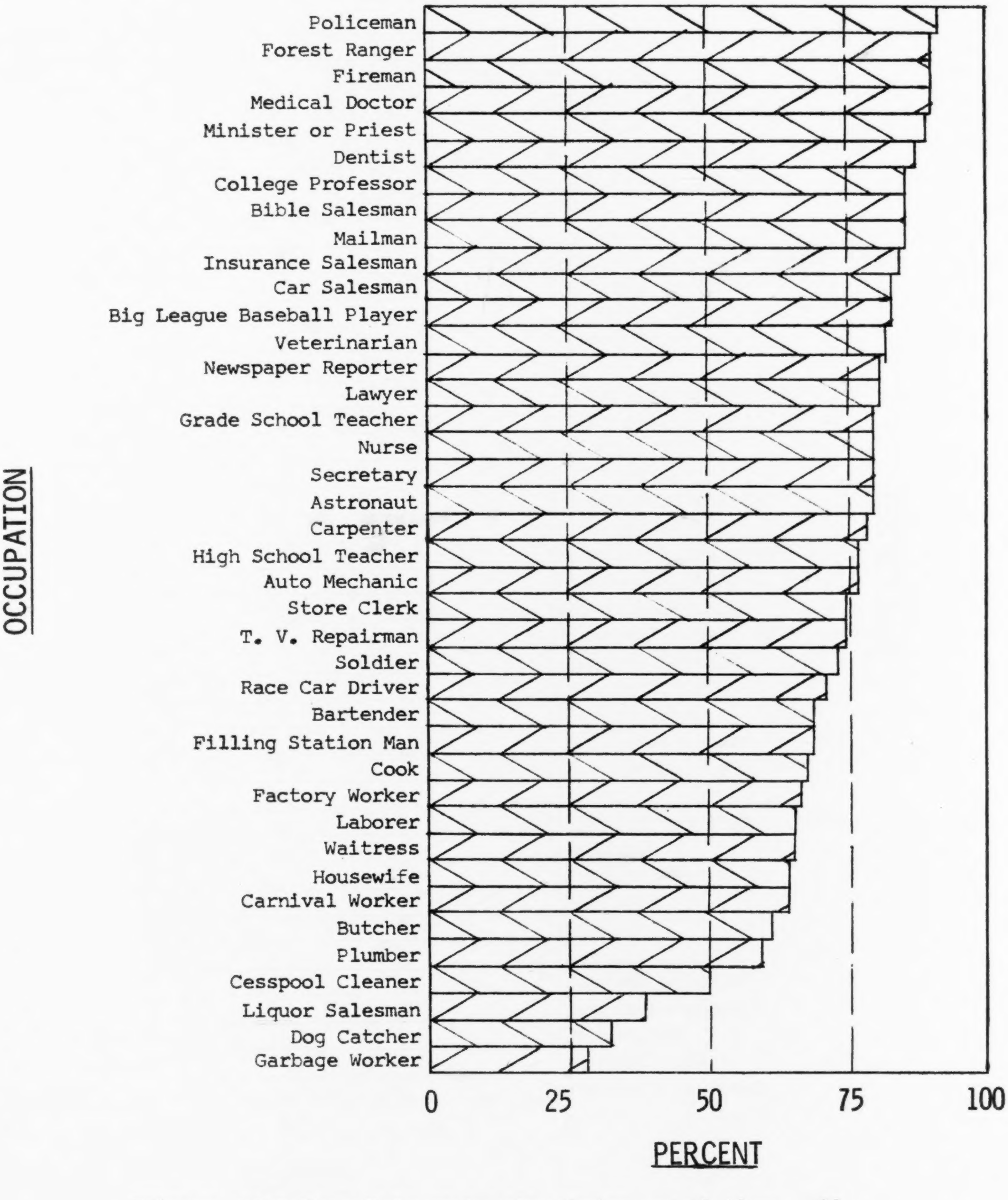
PRIMARY - GRADES 1 THRU 3



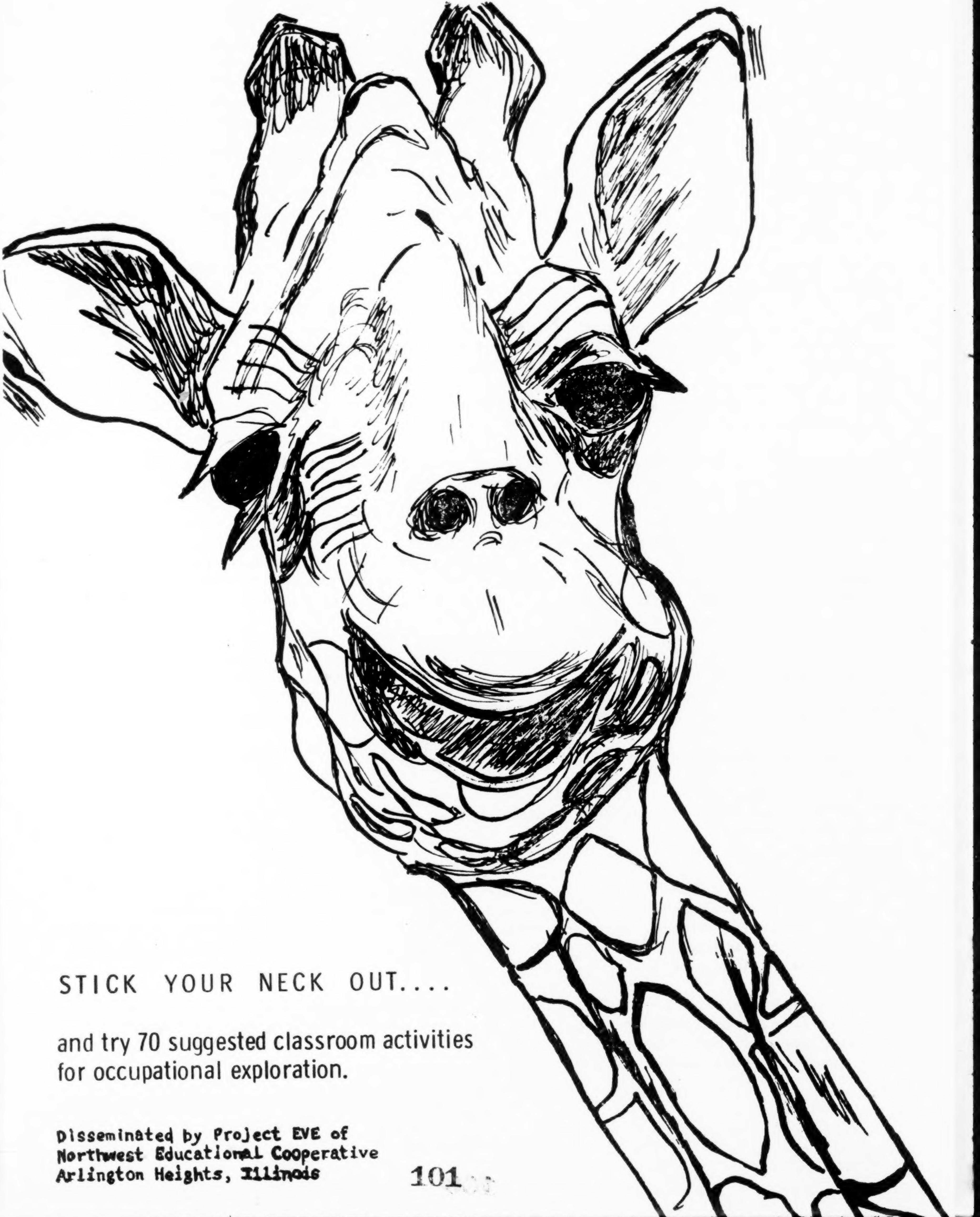
Primary and Intermediate rank order choice correlation: .88

PERCENT INDICATING THAT WORKERS IN CERTAIN OCCUPATIONS
SHOULD BE PROUD OF THEIR JOBS

INTERMEDIATE - GRADES 4 THRU 6



Primary and Intermediate rank order choice correlation: .88



STICK YOUR NECK OUT....

and try 70 suggested classroom activities for occupational exploration.

Disseminated by Project EVE of
Northwest Educational Cooperative
Arlington Heights, Illinois

SUGGESTED PROJECTS FOR PROVIDING A COORDINATED SUPERVISED PROGRAM

Providing an occupational information program which is organized sequentially and leads to continued interest into the secondary level of instruction, should be the primary goal at the elementary level. During these formative years of a child's life, the elementary school emphasizes the importance of initiating and stimulating self-growth in the vocational realm.

As the child enters the educational world, it is suggested that he should be encouraged to imitate the work of grownups as an activity. During the next three years, he studies the role of workers in his school and community. Differentiation of the work of his parents and the work of others begins. In grades 4, 5 and 6, the child adds to his knowledge and interpretation of work behaviors through further inquiry, observation and tryouts of work-related activities. Educational qualifications for desired ends become more meaningful at the 7th and 8th grades. It is at the level that the pupil develops an awareness of the importance of education in relation to work standards and requirements.

The following activities have been designed to provide a background of information which should help elementary school children become familiar with the world of work and orient them to the problems of vocational choice and selection at later periods in their development. The activities are not listed in a particular order. However, an effort was made to group the activities for the K-3 grades at the beginning of the list, the activities for the 4, 5 and 6 grades next, then activities aimed at the 7th and 8th grades. Some miscellaneous activities, which could be used at any level, are at the end of the list. Special projects for teachers, counselors, and parents are also found in the list.

1. Engage children in discussions which will help them see the dignity and value of all work in which man engages. This project should help realize one of the major objectives of the occupational orientation and guidance program at the elementary school level. It can be a progressive program with units at each grade.

2. Encourage children to cut color pictures from magazines of "men at work" on various jobs and place them on a special bulletin board designed for this purpose. In the early grades the pictures selected may be related to their father or mother's job or to a job they are currently interested in, or to jobs in a plant or business which they have visited on a field trip. See that each child has a picture on the board if possible, and change the pictures frequently.

3. Prepare a color book (grades 1-3) showing people and situations in various types of jobs and the kinds of uniforms they wear on the job (firemen, policemen, doctors, dentists, nurses, soldiers, sailors, marines, engineers, mailmen, professional athletes, etc.) which the children can color. Many of the drawings for the color book can be made by tracing.

4. Permit children in the first and second grades to engage in play activities involving various types of jobs. They can play doctor, lawyer, baker, teacher, nurse, carpenter, and a host of other job personnel. In most of these activities they can use actual tools.

5. Read stories with an occupational background to first and second grade children. such stories as "The Little Train That Thought It Could," is a good example of the type of story that can be read. After the story has been read, the children can discuss who runs the trains, what the conductor, brakemen and engineer do, as well as discussing the value of cooperation and thinking that you must do.

6. Assign the children in one of the classes in grades 4, 5 and 6 the task of writing out the answer to the following questions as a means of getting to know themselves better: "What sort of person do you want to become?" and "Why do you want to be that kind of person?" Analyze the replies to see to what extent occupations determine the answers given. Have the students who answered the questionnaire prepare answers to the same questions one year and two years hence.

7. Have the students in grades 4, 5 and 6 make a survey of the various types of jobs which exist in their community and then vote on the ones they would like to visit. It is best to study jobs they will see on their visits and help the children determine what to look for when they make their visit to the plant they have selected. Follow-up reports after the trip has been made is a part of the project.

8. Develop projects which show how various vocations are related to the seasons of the year. Example: what is involved in a wheat harvest? Getting ready for summer, dusting off the air conditioner, sharpening the lawnmower, getting ready for winter, checking the car, storing summer equipment, checking the furnace, getting ready for fall, cut harvest, etc., or getting ready for spring, planting and cultivating. Each season has many surprises and many seasonal occupations. The children may have a great deal of fun visiting the occupations they have studied. Watching a sheep shearing or a wheat harvest will be new for many children.

9. Discuss with the children, beginning at about the fourth grade, the importance of individual differences, why people differ in so many of their interests, abilities and aptitudes, the development of their uniqueness, and the problems of self-acceptance due to their differences. This project can be the basis of a long term study by the children and related to the developmental task concept. Some students at the sixth grade level may be ready to relate their uniqueness to aspects of their educational, personality and vocational development and adjustments. When this is the case, they will almost invariably need individual guidance.

10. Start a vocational scrapbook as a class project and encourage each child to cut out pictures and articles from various newspapers and magazines which they can paste in the scrapbook. A rotating committee to decide what goes into the scrapbook may be necessary. The art class can prepare an attractive cover for the scrapbook.

11. Develop a unit which can move progressively through the 4, 5 and 6 grades on the importance of education to vocational choice and what actually happens to young people who drop out of school before completing high school. The drop-out problem can only be dealt with effectively if the potential drop-out is identified early in the elementary school.

12. The importance of good mental health in school, on the job, in the home, and how it can be developed and maintained can be a basic discussion in almost any class after the third grade.

13. Games in the nature of the old fashioned "spelldown" can be devised to acquaint students with some occupations. The teacher or one of the students can read a description of an occupation or describe the tools which are used in an occupation, and the students may be asked to identify the occupation on the basis of the information which has been devised.

14. In some schools, characters from the Bible can be named and the children asked to identify the occupation which they represent. Teams can be used to identify the occupations of the presidents or other well known characters.

15. Jobs in the various government agencies can be used as a unit in a number of classes from the third or fourth grade through the sixth grade. People who work for the government can be speakers and frequently can show slides or films.

16. Give the youngsters a brief look at the glamour jobs, such as movie and television actors and actresses, the entertainers, professional musicians, professional athletes, and the astronauts. The study of these occupations presents, in some instances, an excellent opportunity to study values in our society as represented by occupational choices.

17. Provide girls in the various elementary school classes special opportunities to study occupations other than the three traditional occupations for women (nursing, teaching and secretarial work).

18. Promote hobby shows as a means of helping children develop interests and assume responsibility. Many youngsters have found their vocation through hobbies which they pursued during earlier developmental periods.

19. Permit students to discuss how they can utilize their vacation periods to get better acquainted with various occupations.

20. In social studies units, lead the children to discuss how different personality factors and traits are related to different vocational selections as well as personality in general to vocational choices which will eventually be made.

21. Teacher can schedule field trips where emphasis will be centered on the worker and the types of skills which they utilize in performing their jobs.

22. Have the students write short papers on "The thing I do best." These papers should also be saved and the project duplicated a year and two years later. This topic can also be used as a topic for class discussion, although many youngsters may be embarrassed to reveal their innermost thoughts.

23. Organize units in the social studies curriculum to show the various ways people in the community utilize to make a living. One unit, for instance, can be developed around home building. The children can discuss the work of the carpenter, the bricklayer, the electrician, the painter, the plumber and others. Another unit can be organized around city jobs and can include sanitary workers, water supply, police, firemen, and others. Still other units can be organized around transportation, including bus, rail and air service.

24. Develop a unit for fifth and sixth graders which will help the children be aware of the importance of building a good background during the elementary school years

as preparation for the rest of their educational career. Learning good study methods and reading habits can be a part of this unit.

25. "My daddy belongs to the union" and "My brother is an apprenticeship student," can be the basis for a discussion in the sixth grade.

26. "My mother is a gray lady" and "My sister is a candy-striper," can be a program similar to the one above which children enjoyed.

27. Develop a unit to assist the children, particularly in grades five and six, to explore their interests, and discover the relationship of particular interests to various vocational patterns. Some interest tests can be used for this project.

28. Organize a unit for sixth graders which will help them orientate themselves to the vocational developmental tasks which they will face in junior high school with suggestions relative to the specific choices they should be prepared to make which have vocational implications. Class schedules can be discussed as part of this unit.

29. Present children an opportunity to explore the contributions which various clubs and extra-class activities in the community can make to children's knowledge about vocations. This project may be important for children who are preparing to enter junior high school where selecting the right school activities may be a problem.

30. Students can be encouraged to study individuals who have made a success in more than one occupation. Such a study should help students to become aware of the fact that they, too, can probably find success in more than one field of endeavor.

31. Encourage the children to develop a newspaper where they can list occupations they have discussed in class, write editorials and include other items which may have significance to them.

32. Provide children an opportunity to study unusual and little-known occupations in the professional, technical and non-technical fields.

33. Encourage the children to prepare their own personalized vocational notebook, which will include a study of their interests, abilities, special aptitudes, skills, strengths and weaknesses, with notes from class discussions, test profiles, and clippings from newspapers which are related to vocations of particular interest to them.

34. "My daddy belongs to the Rotary Club (Lions, Kiwanis, etc.)." This is an opportunity to discuss the vocational classifications in the structure and purposes of civic clubs.

35. "My mother belongs to the (one of the women's clubs)." This can be companion to the men's organization.

36. Present children with an opportunity to study, write papers, and discuss how the choice of an occupation conditions and influences other aspects of their life.

37. Encourage students to take tests which will help them understand their interests, abilities, aptitudes, and educational, socio-economic background. No child can make intelligent vocational decisions at any level without this information.

38. Present materials and information about what is important in vocational choice and selection, including opportunities to discuss when an occupational choice should be made and what needs to be considered before making a choice.

39. As the children study various assignments in English, history, science, music, art, and other fields, encourage them to identify the occupations of the various authorities or characters in the field they are studying. As they read some of Dicken's works, for instance, many occupations can be identified.

40. Arrange for demonstrations for various types of activities performed in different jobs. Chemists, physicists, typists, etc., can demonstrate various experiments which can be of intense interest to children. An example: a typist can demonstrate speed typing, etc.

41. Present children with an opportunity to visit a state or national employment agency. Such a visit should be made after students have been prepared for such a visit.

42. Use short personality sketches of people studied in various courses--social studies, English, science, math, music and art--which emphasize their vocation and ask students to identify the personalities through their vocations.

43. Should elementary school children be introduced into jobs in the armed services? Some say 'yes' and some say 'no.' You are on your own. There are many opportunities to learn jobs and job skills in the nation's armed services, but it may be early to present this material to elementary school youngsters.

44. When the children are at the theme writing stage, permit them to write papers on such subjects as: "Some jobs I think I would like" or "When I grow up I would like to be a ____." This project should get the children thinking about jobs and their relations to them. They should be encouraged to emphasize why they would like a particular job and what aptitudes they think they possess at the present time for such a job.

45. Assign students the task of writing letters to successful people in the community and nation, asking them to tell about their vocation, why they selected it and the qualities which they think are necessary for success in the field. They might also be asked to tell what advice they would give to a young person who is interested in the field. The letters can be displayed and then placed on the library shelves. This project will need to be organized carefully.

46. Conduct vocational exhibits in connection with Science Fair contests and exhibitions. Exhibits in the science fields may encourage individual creative study and will assist youngsters to further explore their interests and abilities.

47. Study methods and techniques of problem solving with the youngsters through class discussions and group guidance. This job, when undertaken objectively and on an intelligent basis, can be a big step in assisting young people to develop the degree of independence they need to become emotionally and vocationally mature individuals.

48. Have children in any room study the occupations of their fathers (and mothers). They can be encouraged to prepare short talks or write short reports as a class project.

49. Parents can be encouraged to visit the school and share information about their job with children.

50. Contact some business men, ministers, policemen, pilots, teachers, sports figures, etc., and assign students to interview them about their jobs and then make reports back to the class. It may be fun for some of the children to publish their interviews in the school newspaper--even though it may be mimeographed.

51. Duplicate number 47 but arrange for the personalities contacted to permit the student to tape record their interview. The recording can then be played to the class. This probably is a sixth grade project although it has been tried successfully in the fifth grade. The project will take some practice, but the youngsters will enjoy learning to use a tape recorder. They may need to follow questions which have been worked out in class in their interviews. It will probably create interest to let them decide what they would like to know about the occupations of the individuals to be interviewed.

52. Another topic which can be assigned to students with profit in many classes, either by written exercises or short talks, is: "What I would most like to be when I grow up." It can be extended to ask why they have made this particular choice at this time. The last part of the project should encourage children to begin to examine their values.

53. Look for good films and filmstrips which can be shown at various grade levels which may have some vocational significance.

54. Encourage children who have an interest in art to make attractive posters; they can be original creations, copied from pictures in magazines or from suggestions made by the teacher or by parents. The posters should be on display on bulletin boards, in various classes, in the library, and in some instances, in windows of stores in the community.

55. Develop projects which show the vocations associated with the various holidays. Example: Christmas, toys made and sold, Christmas cards, the work of the mailman and post office worker in delivering the cards and gifts to the home. All holidays have special vocational significance.

56. City youngsters may need to be presented an opportunity to observe adults at work in jobs which are characteristic of rural communities, farms, and ranch life.

57. Through a "Junior Career Day" present children with an opportunity to become acquainted with individuals in the community from a variety of occupations, including occupations outside of the professions. One objective of such a program at the elementary school level should be to promote the development of more wholesome attitudes toward selected non-professional occupations and help youngsters realize the importance of these occupations.

58. Safety demonstrations by firemen are always exciting experiences for children and serve a double purpose in that they may be a part of the school's safety program.

59. The school nurse, ambulance drivers, firemen, and interns from hospitals can also be part of a demonstration program showing what all of these people do when on the job, as well as supplying a good safety education program.

60. Encourage teachers of various subject matter fields (art, physical education, history, arithmetic, English, science, etc.) to prepare a large chart of the occupations which require skills in their fields and which can be displayed in their

classroom or in designated places in the school. In self-contained classrooms, teachers can prepare such charts and arrange to change them at intervals with other teachers who have worked out occupations in special fields. After the fourth grade the making of the charts can be assigned to students. Some of the projects can be illustrated by children who are artistically inclined.

61. For the teacher: check each student in your class against a developmental task list for their particular age level and attempt to determine which students may need help in completing the tasks they should be completing before they move on to the next developmental level. Determine also what you can do and what goal the youngsters will need to establish in order to achieve a balanced development. Try to see each task in relationship to his total development as well as his educational and vocational development.

62. This is for the teacher: make a list of the interests of the children in your class, and check to determine to what extent opportunities are presented in the school to assist them in developing their interests. Outline a plan for assisting those students whose interests are not being cared for through normal classroom procedures.

63. Encourage teachers in the school to study together with the help of the school counselor to develop units for various classes which will emphasize occupations at each level so that the program through the elementary school will not only have continuity, but avoid repetition. This project may mean a re-examination of the present curriculum for the purposes of determining how it can be reorientated to meet specific occupational needs and interests of children.

64. Teachers should also be encouraged to work out what goals and purposes occupational units included in the curriculum they should follow. Expected outcomes of the total program should also be considered as part of this aspect of the program.

65. For the Counselor: work with teachers to identify children who may need individual counseling or the help that can be obtained through group guidance programs. Help should not be confined to children who may need vocational and educational counseling. Helping a student resolve a personal problem of any type may have vocational significance at a later developmental period.

66. Help children study their leisure time activities as a basic for interests to develop and to engage in which may supply a need. They can also be encouraged to undertake new projects. This can be a group project, class project, or it can be achieved through individual counseling.

67. Encourage the school librarian to display books for each age level which presents a challenging story of an individual who is successful in various fields of human endeavor. Make arrangements for the children to check out the books and after reading them, make class reports.

68. Develop a unit for parents of elementary school children which will help them understand the importance of education of their children, how the various subjects carried in the elementary school are related to vocational choice and what their specific role should be in the vocational guidance process of their children.

69. Promote conferences or workshops for parents to help them understand the role they are to play in the vocational growth and development of their children.

70. Hold a conference for parents where they can discuss the use of vacation periods to further the acquaintance of their children with various occupations. Occupations which are not frequently found at home can be visited to the profit of children. An individualized vacation program for parents to point out what to see in various areas of the country might bring children into contact with new occupations.

CONCLUSION

In the elementary school the identification of talents and of early patterns of development is a joint responsibility of teacher, counselor, and other pupil personnel specialists. Units of instruction in educational and vocational areas should begin in the primary grades and present a coordinated sequence of recurring kinds of experiences related to a variety of vocations.

In this country, where 20 percent of an affluent society lead substandard lives, it seems apparent that all of us in education should be cognizant of the needs of the individual and strive to make schooling useful. It will be a major breakthrough if the curriculum of the school becomes relevant and meaningful.

Many prospective changes in this complex, ever-changing society that is permeated with technology, automation, and urbanization, will demand that the schools do a better job of educating each individual to his full capacity. In this respect, while it is true that all persons will not be in managerial posts in 1980, neither will they all be ditch diggers. Each person must have an equal opportunity to be educated to learn and earn a living.

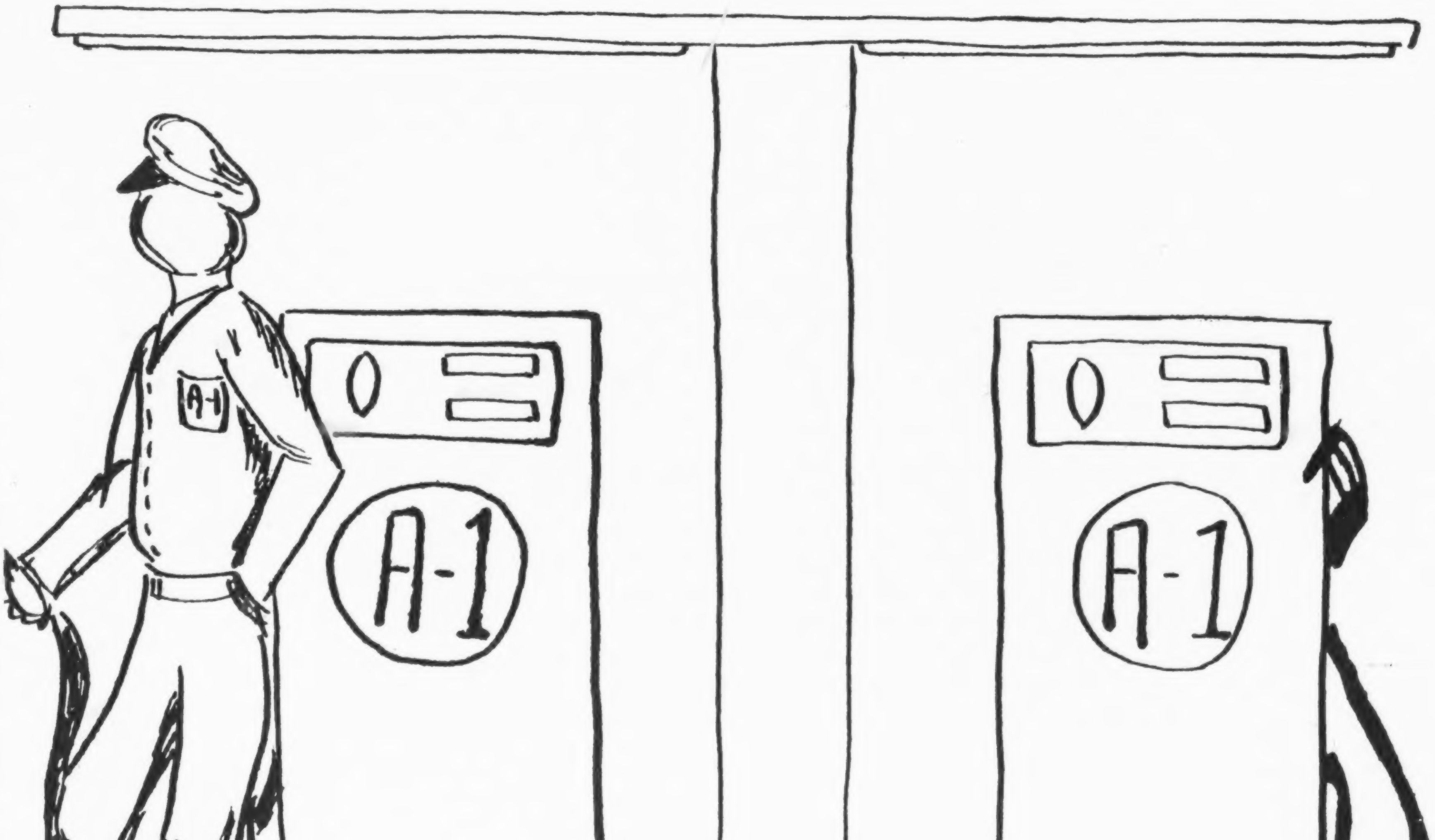
These materials were compiled by Hancock County and disseminated by Project EVE of Northwest Educational Cooperative, Arlington Heights, Illinois.

OCCUPATIONAL INFORMATION ACTIVITIES

1. Interviews
2. Skits
3. Theme Writing
4. Bulletin Board
5. Debate
6. General Discussion
7. Small Group Discussion
8. Committee Work
9. Individual Study
10. Vocational Guidance Kits
11. Newspaper Articles
12. Oral Reports
13. Field Trips
14. Movies
15. Filmstrips
16. Slides
17. Overhead and/or Opaque
18. Collect Want Ads
19. Write Want Ads
20. Employment Security Commission
21. Exhibits
22. Collect Materials
23. Observation
24. Role Playing
25. Resource Persons
26. Brainstorming
27. Games
28. Research Projects
29. Demonstrations
30. Radio and TV Programs
31. Illustrations
32. Prepare Lists
33. Projects
34. Chalktalks
35. Panel Discussions
36. Make Files
37. Make Tests
38. Standarized Tests
39. Problem Solving
40. Prepare Charts and Graphs
41. Window Displays
42. Write Letters
43. Assigned Reading
44. Thought Problems
45. Prepare Speeches
46. Notebooks
47. Scrapbooks
48. Lectures

Elementary Students Explore the Occupations from the World of Service

SERVICE



From: The Working World Library
Produced and Distributed by Project EVE
Program Sponsored by Northwest Educational
Cooperative

RETAIL SELLING

I. Project Overview

- A. Find out from the third grade children what their interests are in the area of retail selling.
- B. Develop these interests through several projects listed below in Section III.

II. Project Objectives

- A. To acquaint children with the varied occupations associated with retail selling, namely, the "grocery store." Children made up this list of occupations they would like to know about.
  1. Butcher
  2. Cashier
  3. Stockboy
  4. Manager
  5. Baker
  6. Checker
  7. Fruit and vegetable seller
  8. Security officer
  9. Credit office
  10. People who give samples
  11. Cleaner
  12. Person who unloads goods
  13. Pricer
- B. To tie this project in with following areas of study:
  1. Arithmetic - buy, sell, make change in a play store.
  2. Art - signs, bulletin boards, miniature model of a store.
  3. English - letter writing, interviews.
  4. Spelling - "grocery store" terminology to be developed.
  5. Science - science of the different cuts of meats, baking, food distribution, advertising, selling.
  6. Reading - associated with everything stated above.

III. Procedures Utilized

- A. Interviews
  1. Butcher - Mr. DelDotto
  2. Salesclerk - Pat Webb
  3. Stockboy - David McNabb
  4. Manager - Mr. Keyzer or Mr. DelDotto's Manager
  5. Several other children are in the process of arranging interviews with other retail people.

B. Art

  1. Bulletin boards
  2. Store needs
  3. Puppets to be used for mock interviews.

C. History of the grocery store

  1. What was a general store?
  2. What is bartering?
  3. How was a general store operated?
  4. What kind of things did they sell that were different or like the things in our present day stores?
  5. How were they like our stores? How different?

D. Scrap book including methods of advertising, people associated with grocery stores, etc.

E. Letter writing - thank you letters to people whom we interview.

F. Field trips

  1. To the local grocery store (through Mr. Keyzer).
  2. To the Salerno-McGowen Biscuit Company.

G. Miniature table top store facsimile or larger sized store facsimile to be built in the room.

H. Spelling list each week associated with the retail store terminology of the week.

IV. Resource materials

A. Camera - Instamatic X-15

B. Tape recorder - Wollensak - compact cassette - instant loading tape cartridge.

C. Movies - "Our Community" and "Let's Visit a Shopping Center"

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Prepared for Workshop In Education
#526, November/1970
Dr. Ronald Palmer
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PERSONAL SERVICES

1. Project Overview

This activity originated with an interest survey of young girls on the threshold of adolescence. It is the teacher's intention to enhance the general topic of good grooming by involving people whose work relates either directly or indirectly to concerns for good grooming. Vocational (occupational) awareness will emerge as a well integrated by-product of our varied activities, although it is not the major objective of the program.

II. Project Objectives

A. To meet the needs of the girls (as they express them and the teacher perceives them) in the basic areas which compose grooming: hair care, fashion, nutrition, modeling, etiquette, cosmetics, posture, hygiene, fitness.

B. To offer activities which will help each girl build a favorable image of herself.

C. To acquaint girls with people and resources that can aid and inform them, which will introduce them to various service occupations.

D. To create an atmosphere of open exchange between the girls, teacher, guest authorities, or hosts in field trip situations.

E. To work toward a culminating activity, where girls may demonstrate what they have learned to others, such as a style show.

III. Procedures to be Utilized

A. Parent Volunteer Survey

B. Interviews

C. Panels

D. Demonstrations

E. Discussions

F. Movies

G. Role-playing

H. Posters

I. Scrapbooks

J. Reports

K. Posture Projections

L. Photography

M. Displays

N. Field Trip

O. Fashion Show

P. Video-taping

Q. Newspaper Articles

R. Filmstrips

IV. Resources Needed

A. Parent "Experts"
B. Beautician
C. Model
D. Airline Hostess
E. Dentist
F. Nurse
G. Dermatologist
H. Dietician
I. Video Tape Techniques
J. Camera
K. Library
L. Magazines and Books
M. United Airlines
N. Avon Company
O. Department Stores
P. Modeling Agency
Q. Audio-Visual Equipment
R. School Stage
S. Piano
T. Microphone and Recorder
U. Bus Transportation

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SERVICE STATION

I. Project Overview

This project is designed to stimulate the children enough so that they will become interested in the "world of work." It focuses on only vocations giving one type of service, but intends to bring out the fact that there are limitless job opportunities in today's working world. If successful, the children will become sensitive to these possibilities.

II. Project Objectives

A. To give the first grade children a better understanding of the functioning of a gas station.

B. To show why gas stations are a necessary part of our society.

C. To introduce the "world of work" to the children and make them aware of the possibilities available.

D. To give children a better understanding of people behind the job or service.

III. Procedures Utilized

A. Discuss the meaning of gas stations with the children by asking questions and talking about their responses.

B. Ask questions which the class did not mention and discuss the vocabulary used at a gas station (muffler, pump, pollution, etc.).

C. Bring in a guest speaker to tell the children what a typical day at a gas station is like and to answer their questions.

D. Discuss what we would see while visiting a gas station and have the children illustrate.

E. Take a field trip to a gas station.

F. Discuss what was seen on the field trip and illustrate.

G. Follow-up with the whole class participating in the construction of a mural.

H. To have a "world of work activity fair" for the other students of Winston Churchill School, displaying and explaining the projects that have been undertaken by the participants in Vocational Education 526.

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Elementary Students Explore the Occupations from the World of Organization

ORGANIZATION

From: The Working World Library
Produced and Distributed by Project EVE
Program Sponsored by Northwest Educational
  Cooperative

THE WORLD OF WORK - UNITED AIR LINES

I. Project Overview

This will be a project of fairly concentrated effort, but for a relatively short duration. It has been planned to provide opportunities for the sixth grade children to participate in diversified activities and to share a variety of experiences, to meet the needs of a heterogeneous group. With the cooperation of United Airlines and its associate company parts as the vehicle, it is anticipated that the children will be stimulated to seek information about various occupations and will become more sensitive to the world of work.

II. Project Objectives

A. To develop awareness of the great variety of job opportunities within a specific large company.

B. To develop an awareness of a hierarchial organization.

C. To develop appreciation of the role of a few personnel within that framework.

D. To use the project as an organizing center for instruction in all curriculum areas.

III. Procedures

A. Study system maps and devise and label one.

B. Study job titles of occupations within United Air Lines.

C. Study organizational charts of various industries and government agencies.

D. Learn how to use newspapers for job opportunities.

E. Interview personnel.

F. Learn how to request information on a telephone.

G. Learn how to take notes.

H. Learn to write business letters.

I. Study history of aeronautics.

J. Study principles of aerodynamics.

K. Make models and diagrams.

L. Learn to read schedules.

M. Learn to read fare charts and to compute fares.

N. Learn to read bar and line graphs.

O. Learn to compute discounts (percentage).

P. Develop vocabulary for oral and written expression.

Q. Make oral and written reports.

R. Use films, filmstrips and records.

S. Make a variety of visual displays illustrating areas studied.

T. Role-play scheduling a flight.

U. Role-play ticketing.

V. Visit O'Hare Airport.

W. Take an imaginary trip to a city of student's own choice, research it, and write a report.

X. Have a "World of Work Activity Fair" for the other students of Winston Churchill School, displaying and explaining the projects that have been undertaken by the participants in Vocational Education 526.

IV. Resources

A. Materials

1. Brochures and pamphlets
2. "High Horizons" (History of United Air Lines)
3. Encyclopedias
4. Newspapers and magazines
5. Textbooks
6. Official airline guide
7. Airline schedules
8. Air atlas (UAL)
9. Films
10. Mainliner magazine
11. Special UAL publications
12. Charts and graphs
13. Maps
14. Childcraft

B. People to Interview

1. Stewardess supervisor
2. Pilot
3. Salesman
4. Freight manager
5. Cargo sales manager
6. Neighbors and relatives

C. Places to Seek Information

1. Travel agency
2. O'Hare Airport
3. School and public libraries

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VILLAGE MANAGEMENT

I. Project Overview

Village management was chosen as a project which would enable students to realize the necessity of the many departments and workers to operate a village and satisfy the needs of the community. Another important part of the project will be budgeting of village funds which provide for these services. After a trip to village hall and interviews with various village employees, the class will elect a village council and set up the necessary departments for operating the village.

II. Project Objectives

A. To help the students develop a better understanding of how their village operates.

B. To stimulate an interest in local government.

C. To help students realize the needs of the community.

D. To make the children aware that many specialists are needed to run the government and carry out the decisions of the lawmakers.

E. To remind the children that goods and services produced by government are paid for by:

   1. all our families together through taxes paid to the local, state, and United States governments, and
   2. fees and special taxes collected from those who use special special services.

III. Procedures

A. Open a class discussion with the questions: How does the village of Palatine operate? What are the different departments needed and their workers? These will be listed on the board and categorized after the list is compiled.

B. Discussion of the different departments and various tasks of the workers.

C. Use of the text, Our Working World, published by Science Research Associates.

D. Discussion of budgeting money, making laws, and enforcing laws as part of village management.

E. Discussion of occupations of mayor, village clerk, policeman, and sanitation worker. Compile a list of questions for each interview.

F. Field trip to village hall to interview mayor and village clerk.

G. Interviews at school of other village employees.

H. Set up village government in classroom.

1. Hold elections
2. Hold council meeting
    - a. Set up departments
    - b. Budget money

I. Have a "World of Work Activity Fair" for the other students of Winston Churchill School, displaying and explaining the projects that have been undertaken by the participants in Vocational Education 526.

IV. Resources

A. Our Working World, Science Research Associates, Inc., Chicago, Illinois.

B. Field trip to Palatine Village Hall, (interviews with the mayor and village clerk).

C. Additional interviews with a policeman, sanitation worker, or any other village employee the class might wish to interview.

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DEPARTMENT STORE

I. Project Overview

At the third grade level, considerable progress is attained by most children in achieving independence and self-direction. Children exhibit an eagerness to explore new fields of information and a natural curiosity about the world and people around them. Therefore, the major emphasis in this unit of study is to develop an awareness of the complex inner workings of a department store, its employees and their functions.

II. Project Objectives - the understandings to be developed are:

A. A department store is many different stores in one building; clothing store, shoe store, furniture store, toy store, book store, etc.

B. A department store employs many workers; salesclerks, advertising workers, display artists, fashion directors, interior decorators, office personnel.

C. A department store has things to sell from many parts of the world. Buyers travel all over the world to look for merchandise.

D. A department store uses many different ways of letting people know what it has for sale; newspapers, direct mail, radio, TV.

E. A department store has services for customers' convenience; charge accounts, personal shoppers.

F. A department store employs many workers besides clerks who indirectly help the customers; custodians, security guards.

III. Procedures Utilized

A. Motivation of the Project

1. Take a field trip to Carson, Pirie, Scott & Co. at Randhurst. Observe what services are being offered and what the people are doing.

2. Arrange for classroom visits by: merchandise manager, fashion director, sales promotion manager, interior decorator, comptroller, personnel director.

3. Arrange interviews with salesclerks, buyers, a model, artist, window displayer, typist cashier, watchman and janitor.

B. Classroom Activities

1. Discuss and list on the chalkboard the various departments visited on the field trip.

2. Name the workers in the store in addition to the sales people. Make a simple chart listing the names of these workers and include the type of work each does.

3. Participate in group project of drawing an arrangement of the department store on a large sheet of paper. Use crayola to indicate each department and worker. Display when completed.

4. Write letters to the store requesting information, pamphlets and pictures. Ask for objects or models that represent each department for display.

5. Collect and bring to class pictures of the various occupations to be mounted on the bulletin board.

6. View films and filmstrips about the workers in a department store.

7. Divide into groups and select an occupation to research. Prepare a booklet with reports, stories, and illustrations. Report to the class.

C. Culminating Activities

1. Construct a model store in the classroom, showing the various departments. The design should reflect consideration for the proper handling of merchandise, pricing and display.

2. Dramatize a visit to the department store. Children work out their own dialogue and courtesy on the part of the worker, as well as the customer. Invite other third grades to share the project.

IV. Resource Materials

A. Textbooks:

1. Burkhardt and McGuinness: OUR COMMUNITY, Genefit, pp 62-79
2. Durell, John: SOCIAL STUDIES 3, Row Peterson, pp. 101-162
3. McIntire and Hill: WORKING TOGETHER, Follett, pp. 91-124
4. Hunnicutt and Grambs: I KNOW PEOPLE, Singer, pp. 136-148

B. Supplementary Materials

1. Romano, Louis G., THIS IS A DEPARTMENT STORE, Follett, 1962.
2. Petersham, Maud, STORY BOOK OF CLOTHES, Winston, 1962.
3. The World Book Encyclopedia

C. Filmstrips

1. Living Together (2062) A FAMILY SHOPPING TRIP, S.V.E.
2. Our Community Workers (2074) B & W, E.B. Films.
3. The City Community (2162) BUSINESS IN THE CITY, E.B. Films.

D. Field Trip - arrange a tour through Carson, Pirie, Scott & Co., Randhurst.

Evaluative Statement

Evaluation may be made through observation by the teacher, through teacher evaluation during discussion, through charts and checklists, and through testing.

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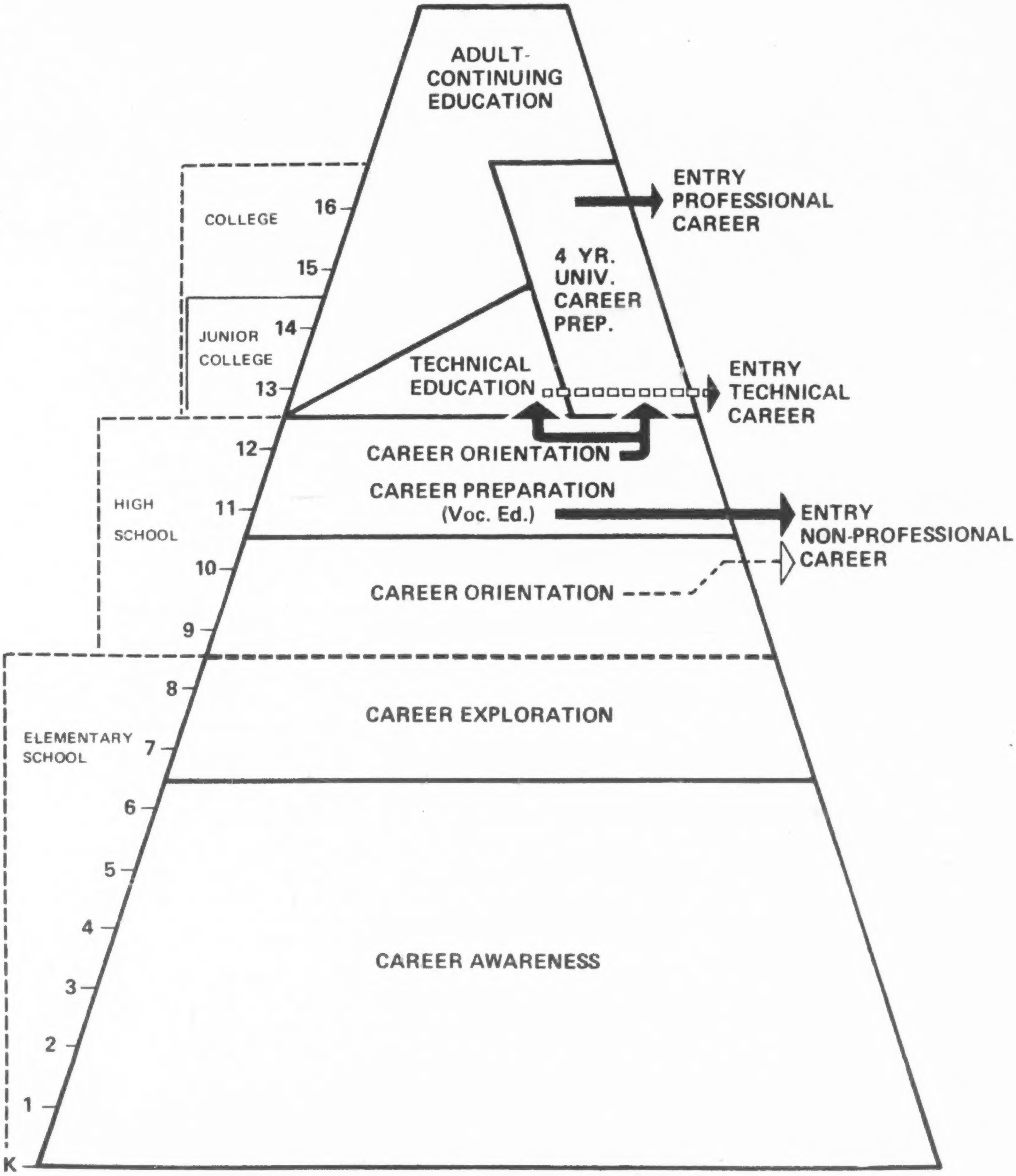
State of Illinois
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
405 Centennial Building
Springfield, Illinois 62706


ADULT-CONTINUING EDUCATION
COLLEGE
16
15
JUNIOR COLLEGE
14
13
4 YR. UNIV. CAREER PREP.
ENTRY PROFESSIONAL CAREER
TECHNICAL EDUCATION
ENTRY TECHNICAL CAREER
12
CAREER ORIENTATION
HIGH SCHOOL
11
CAREER PREPARATION (Voc. Ed.)
ENTRY NON-PROFESSIONAL CAREER
10
CAREER ORIENTATION
9
8
CAREER EXPLORATION
ELEMENTARY SCHOOL
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CAREER AWARENESS
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Career Education
ILLINOIS MODEL

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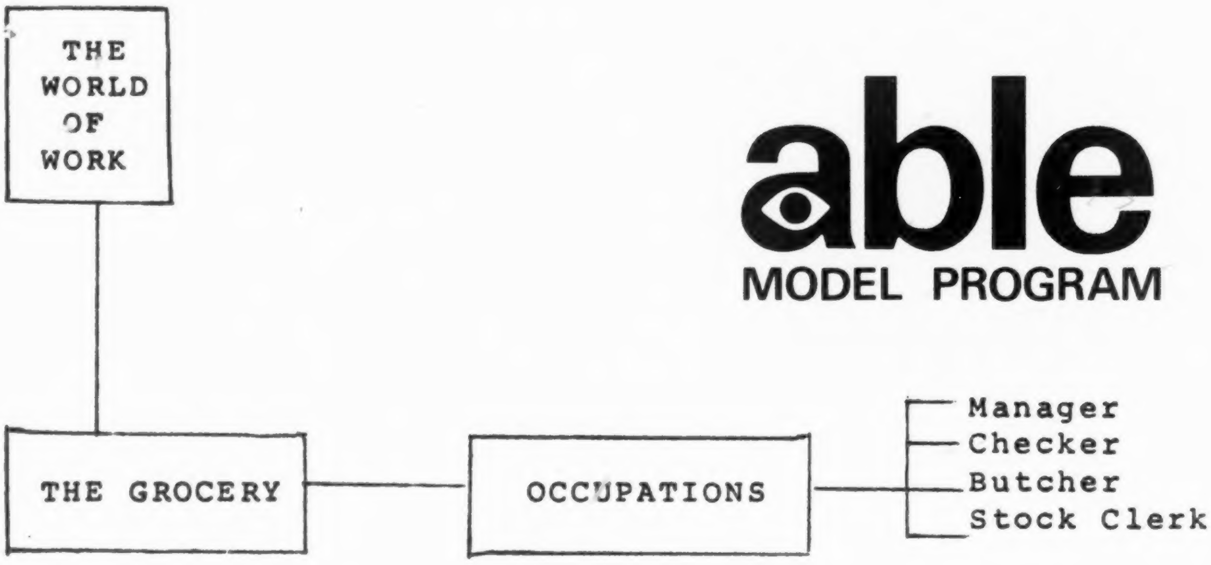
MODEL PROGRAM

authentic
basic
life-centered
education



A supermarket of content!.

Using the grocery as *an organizing center* affords us many opportunities to explore elements of our society in one location. Most communities have shopping centers with large food stores as the hub of the complex. One-stop shopping can easily be applied to teaching and the teacher who plans carefully can select worthwhile content just as one might select favorite brands from the stacked shelves.

What will be taught? Much will be "caught". The focus upon the people who work in the store will help young learners identify with occupational roles and help them to put together a view of our interdependent society. How do the people work together? Who does what? How do the separate pieces fit? We take for granted the structure of the smoothly operating store when actually much thought, energy and resources has been devoted to this planning.

ACCESSIBILITY	Manager Grocery store Grocery items Library materials (including films, filmstrips, tapes, etc.)
MOBILITY	Management concepts and skills Advertising Writing skills Scheduling Vocabulary development Mathematical skills Economics Government
ACCOMPLISHMENT	Roleplay (interviewing persons for jobs, ordering) List reasons for organizing or reorganizing departments within a store Set up work schedule for employees Roleplay buying from wholesalers Price items (figuring profit) Graph sales Buy groceries for class project Operate a model store for school Interview community adults about where and why they shop Reports on psychology of "supermarket" approach Write ads of sale merchandise Discuss handling of perishables Discuss community services needed by store (power, water, streets)

CHECKER

ACCESSIBILITY	Checker Local groceries Cash register Library materials
MOBILITY	Mathematic skills (fractions, change, pricing) Coordination skills (physical hand and eye movements) Packing skills Communication skills Health standards
ACCOMPLISHMENT	Roleplaying (checking customers out) Making change Balancing cash register Interviewing city officials to find out health standards Figuring and marking prices on various items Taking inventory Contrast checker's work in a grocery store with the work of sales personnel in other stores (clothing, appliances) Compare work of checker with the work of employee in a manufacturing assembly line Discuss features of work (indoors, with people, no travel, few skills)

BUTCHER

ACCESSIBILITY	Butcher Meat department of grocery store Meat store Stock yards Library materials
MOBILITY	Vocabulary Health standards Government Safety standards Packaging Tools Mathematics (weighing and pricing) Meat processing Geography
ACCOMPLISHMENT	Chart various cuts of beef, pork, veal, and lamb Roleplay sales to customers Reports on meat processing from farm to store Reports on meat preparation (recipes) Prepare and serve different meat dishes Exhibit tools used by butcher Interview farmers, wholesalers, and truckers Interpret stock yard data to parents Make product maps to show movement of feed and animals in different parts of the nation and world

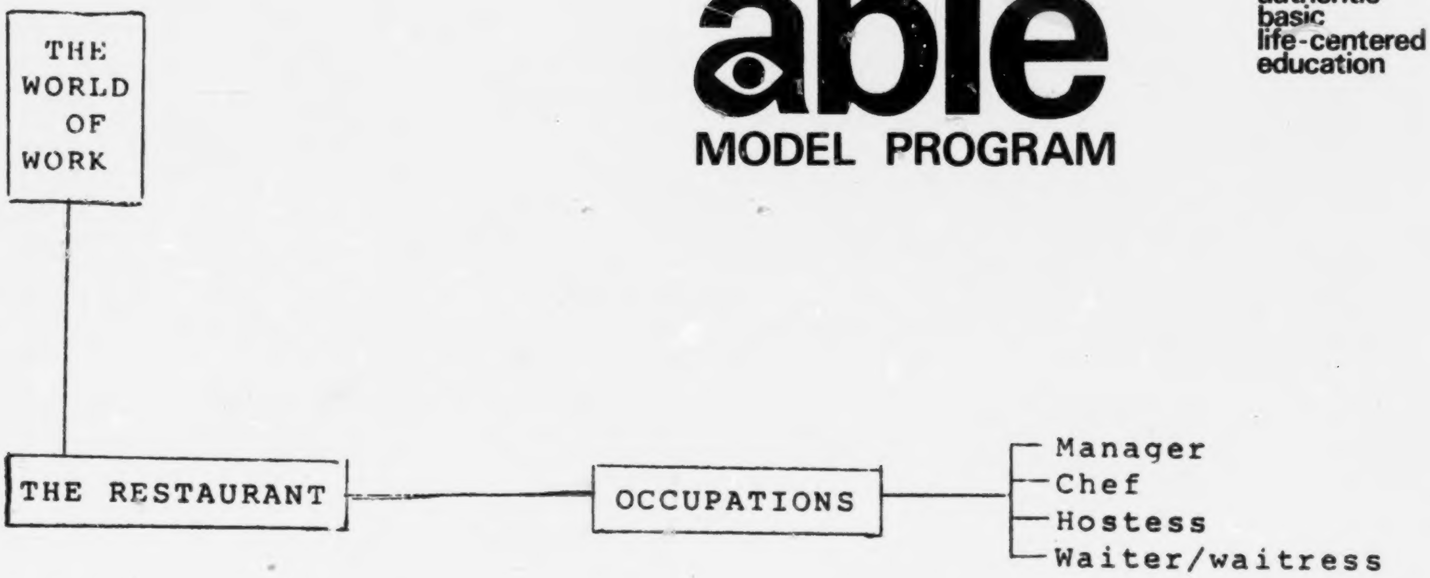
STOCK CLERK

ACCESSIBILITY	Stock clerk Local grocery Library materials
MOBILITY	Mathematics (figuring quantities, space) Inventory control Writing skills (job application) Food packaging Advertising of packages
ACCOMPLISHMENT	Construct model grocery store Interview parents about how items are marked and which system of marking they prefer Design packages for familiar items Exhibit many packaging techniques Discuss categories and relate to other areas (science) Measure width of store aisles, shelving areas, volume of marketing baskets Report how home (and school) supplies are arranged Report coding practices to keep fresh stock on shelves

able

MODEL PROGRAM

authentic
basic
life-centered
education



"Let's eat out tonight." How many times have you heard a member of your family make that statement? Sometimes we forget how much we are away from home cooking and how often we rely upon restaurants.

Using the restaurant as *an organizing center* encompasses many avenues of correlated learning areas. For example, a teacher may explore the idea of manners or the art of relating to other people. Health, science, and mathematical skills also come to mind. Still others may say, *"Ah, here's where we eat our way through Social Studies."*

Breaking bread together has been a time-honored custom. The more we relate school studies to fundamental human activities, the closer we are to using the built-in motivation of life-centered content.

Northern Illinois University *DeKalb, Illinois 60115*

MANAGER

ACCESSIBILITY	Manager School cafeteria Restaurant Library materials (including film, film strips, tapes, etc.)
MOBILITY	Mathematics (income, expenditures, tallying costs) Employer-employee relations Customer relations Letter writing skills Conversational skills Vocabulary skills Government licensing
ACCOMPLISHMENT	Interview parents about how they use restaurants and share findings Interview manager for newspaper article Roleplay ordering supplies, hiring personnel Construct a model restaurant Visit a restaurant for lunch Visit school cafeteria and compare operations with outside restaurant Write reports using technical vocabulary Report on franchising Report on trade related to holidays, seasons, birthdays, etc. Discuss locations for restaurant Detail community services needed for enterprise (water, garbage disposal, power)

CHEF

ACCESSIBILITY	Chef Chef's utensils Library materials Kitchen
MOBILITY	Health (cleanliness) Science (chemistry) Mathematics (measurement) Vocabulary skills Writing skills (abbreviations) Judgment, logic, sequence Cooking skills Ethnic customs Geography
ACCOMPLISHMENT	Construct model kitchen Prepare various dishes (mixture proportions, size of portion) Make a booklet of menus (appearance of foods, serving order) Roleplay chef discussing operations of week's business (profit, labor) Construct bulletin board of duties of kitchen help Report about work in the kitchen area as it affects human feelings Write to chef schools for information Interview parents and other adults for recipes Report on ethnic customs Map work involving foods around the world

HOSTESS

ACCESSIBILITY	Hostess Restaurant Menus Library materials
MOBILITY	Conversational skills Vocabulary development Mathematical skills Personal grooming Public relations
ACCOMPLISHMENT	Roleplay hostess seating people, handling complaints, ringing up check Write thank you letters Report on daily schedules Construct a model restaurant with emphasis on hospitality Contrast drive-in restaurant business with sit-down dinner atmosphere Interview adults about their favorite eating places and share findings Arrange school cafeteria as a social environment (flowers, music, helpers)

WAITER/WAITRESS

ACCESSIBILITY	Waiter/waitress Restaurant Library materials
MOBILITY	Vocabulary development Communication skills, especially listening and writing Mathematical skills Interviewing techniques Table manners
ACCOMPLISHMENT	Set up proper place settings Roleplay taking orders, serving food in classroom Write out orders Tally total price of meals Bulletin board display of various orders Act as a waiter/waitress in school cafeteria Interview health inspector for information about health habits Cut out table arrangements from magazines Make centerpieces for dining tables for use at home Exhibit table settings in school cafeteria

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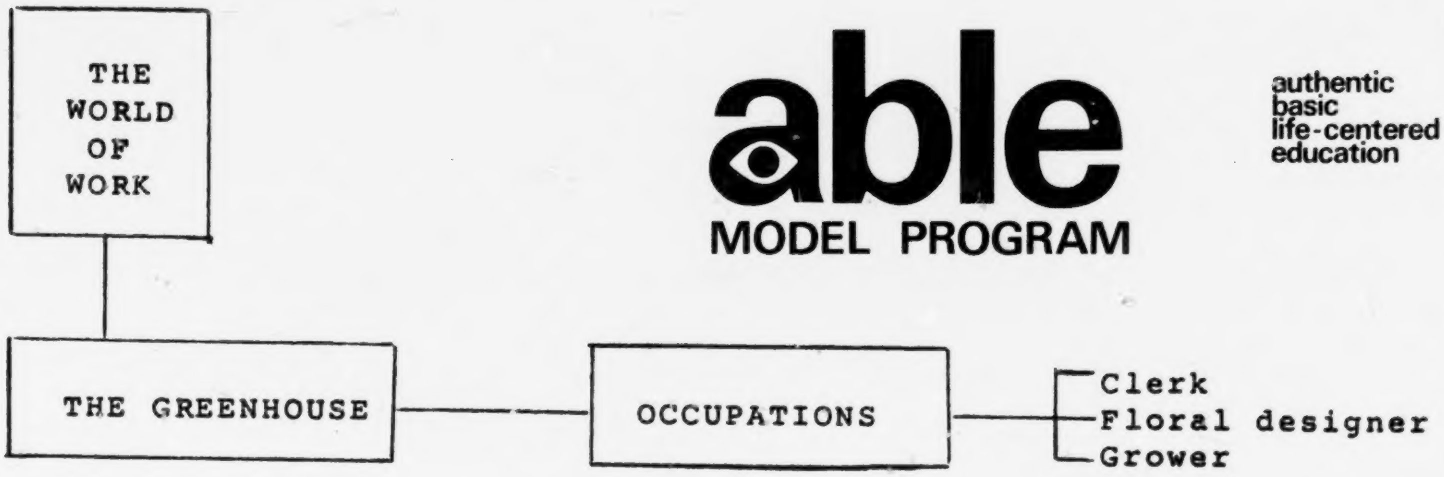
MODEL PROGRAM



SAY IT WITH FLOWERS!

So many times in our lives we have given flowers to express such sentiments as joy, happiness, sorrow, love. We have used them to make social events more festive. Often we call a florist in the morning and expect to have flowers delivered in the afternoon. Have we ever stopped to think of the people, the time, the effort involved from the day the seed is planted until the moment the delivery man rings our doorbell?

The florist, as *an organizing center*, can be the means of having children learn to appreciate what goes on behind the scenes. This study of the *person-in-the-occupation* can set the stage for introducing them to social amenities of friendship, an area that may be forgotten in our increasingly technological world.

An imaginative *ABLE* teacher could use this topic as a springboard for going into the study of ecology as well as for developing interest in plant life. When one uses *a life-centered approach* to teaching, there are few limits to the possibilities available.

CLERK

ACCESSIBILITY	Clerk Florist shop Library materials (including films, filmstrips, tapes, etc.)
MOBILITY	Customer-clerk relations Mathematical skills (money changing) Holidays Economics Delivery methods Geography
ACCOMPLISHMENT	Involve parents in discussion and write about how much of one's income should be spent on flowers Roleplay clerk and customer ordering flowers Figure out money exchanges Figure out quantities of floral arrangements for a wedding or other social gathering Make a chart showing cost of a variety of floral arrangements Write a report on the floral needs of the community Make a display of the kinds of flowers most in demand in the community Hold a panel on the problems of a florist Report on the risks involved in being a florist List the occasions on which people send flowers Have a play to illustrate holidays and the flowers associated with them Describe the transportation used to insure fresh merchandise

FLORAL DESIGNER

ACCESSIBILITY	Designer Designer school Florist Library materials Posters Songs
MOBILITY	Artistic skill Appreciation of art (use of colors, shapes) Letter writing Poetry Music Sense-awareness (sight, smell, touch) Cultural traditions
ACCOMPLISHMENT	Cut out and display magazine pictures of floral arrangements Make and display arrangements for holidays Write letters to a designer school for information on kinds of arrangements List materials needed by a floral designer Report on ways of keeping flowers fresh Draw pictures of floral arrangements Pantomine sentiments expressed by giving flowers Study symbolism of various flowers Sing songs about flowers Write poetry about flowers Use real flowers as catalysts to expressions about sense awareness Save money to send flowers for Mother's Day

GROWER

ACCESSIBILITY	Grower Greenhouse Library materials Posters Catalogues of supply houses
MOBILITY	Botany Chemistry (soil analysis and temperature control) Vocabulary development Agriculture Ecology
ACCOMPLISHMENT	Report on work hours and duties required of a grower Plant seeds and bulbs Make a bulletin board showing kinds of soil Report on importance of temperature control Make a chart showing parts of a flower Report on the care of a plant from seed to full bloom Describe methods of killing bugs Describe methods of fertilization Make a picture file showing conditions necessary for growth of plants Make a map to show where the most common flowers grow Interview parents re: Why aren't there many commercials on flowers? Describe how plant leaf looks under microscope

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MODEL PROGRAM

TAKE AN IDEA AND SEE WHERE IT LEADS YOU

By Mary Stell

It was the end of the first week of orientation for our staff and my head was swimming with ABLE's approach to teaching. Teachers' and students' lives would be more enjoyable, meaningful, and so on. Dr. Wernick, the project director, was enthusiastic, but then it was his idea. Chuck Pryor, who had been with the project for a year, seemed pleased with what he had seen as he had worked in various schools.

But the real worth of the idea could only be found in the words of a teacher who had actually tried it with the children as they lived with the nitty-gritty of everyday life in the classroom. Having been a teacher myself, I couldn't be convinced until I had heard how it worked out in practice.

So it was that I appeared at the doorway of Linda Hyyppa's classroom one day after school in early September. Linda had used the idea of the florist as an organizing center last fall. I was told she could be of help to me in writing up a brochure.

After we had introduced ourselves, I told her that I was getting ideas for a brochure on the workers in a floral shop. Her eyes lit up and she began talking about how she had become involved with the idea during the fall semester of the 1970-71 school year:

> *The whole idea came about when the class was studying living things. The children thought it would be a good idea to plant seeds and watch them grow. So June Hart, my colleague across the hall, and I decided to go along with it. They wanted to learn how to care for the plants so we decided to visit the grower at a greenhouse. The grower was most helpful and the children learned much that goes into producing the flowers sold at the floral shop. But we also found there are good seasons and bad for going to the greenhouse. Fall was not a good time; but around Christmas and Easter were good times.*
>
> *In the discussion that followed the visit to the greenhouse, the children decided to have a greenhouse sale. They made things to sell and brought additional materials from home.*

In the process of setting up the greenhouse the children learned many things needed to finance a new enterprise. They had to have a source of money so a discussion of the need for an initial investment led to the children's each contributing a nickel. This, in turn, brought on a discussion of taking out loans. They had to negotiate with the secretary to get change for the sale. Another decision that required planning was the number of hours they would be open on the day of the sale. When the day came they sold out in one half-hour, so we held a discussion concerning the need for the buyer to predict how much to buy and when to buy for resale.

They made a total of $30. Naturally, there was much talk about how to spend it. Finally, they decided to use it to help stop pollution. An outdoor education teacher who taught in the school was invited to talk with us. The money was used to buy books and filmstrips for the school library.

The children felt so good about the outcome of the sale they wanted to have another sale in the spring. They had learned much from their previous experience so the second endeavor came off more smoothly. This time they made $40 and decided to buy trees for the school yard. A resource person was invited in to advise them on how to buy trees and how to care for them. Since I have a multi-age group, some of the children who were involved last year have already asked to plant seeds this year.

I really think the approach that the ABLE Model Program is advocating is a good one. A teacher can take as little time or as much time as she wishes on the organizing center and the children are so enthusiastic! They learn to make decisions, to plan together, to begin to see the relationship between what they are learning and real life. They are so pleased when a person comes to the class and speaks with them. One of the most rewarding things I learned was that the children thought of the good ideas and made them succeed.

We talked of other things related to ABLE such as the study of art which had led into so many directions. As I drove away from the school, I began to see that such phrases as *"Take an idea and see where it leads you"* and such terms as *"accessibility"*, *"mobility"*, and *"accomplishment"* could exist in the real world.

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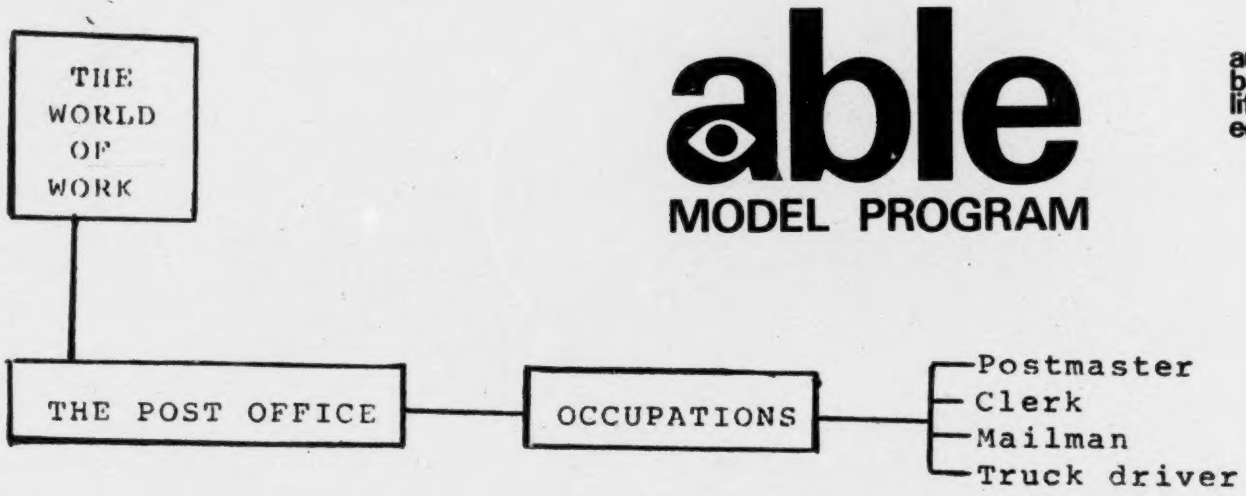

As a child, how often did you go to the post office? What was your role in this adventure? Were you an on-looker or a participant? What was your reaction to the official "behind-the-scene" operations?

The post office is a basic activity center in our social life. An early introduction to the post office, and the structure behind it, can be a realistic learning adventure for elementary students.

An *ABLE* teacher could begin with a stamp and develop ideas to lead students through such content areas as Graphics, Mathematics, History, Geography, and International Relations.

Children's interests and the teacher's imagination can combine to build a strong bridge of worthwhile cultural content. When children can communicate about relevant items in their culture they are on the way to being educated.

POSTMASTER

ACCESSIBILITY	Postmaster Post office Stamp collections Zip code book Library materials (including films, filmstrips, tapes, etc.)
MOBILITY	Mathematical skills (money changing) Management International relations United States history Geography
ACCOMPLISHMENT	Compute with stamps Design "commemorative" stamps Describe the process of making a stamp Outline the structure of a post office Report describing the history of the post office Letters to parents explaining post office operations Exhibit stamp collections from around the world Report on postal systems of other countries Interview the local postmaster for news article Write letters to people in other countries Arrange exchange program with children of other cultures Panel discussion on public versus private message delivery systems Report on supervision and inspection of employees

CLERK

ACCESSIBILITY	Clerk Packages to send Postal scale Students' mail Students' stamps Mail system in class
MOBILITY	Mathematical skills, money changing, volume weights Study of shapes Composition - letter writing Packaging Holidays
ACCOMPLISHMENT	Roleplay of clerk and customers Develop a class mail system Send letters to classmates within school Send letters to parents explaining project Wrap packages (could have a social-work aspect by sending these packages to needy people in area) Weigh packages Make chart showing shapes of various types of packages Exhibit designs for stamps made by children Compare work done by clerks in other businesses with that done by post office clerk Report on seasonal mail and cultural customs Explain zip code system

MAILMAN

ACCESSIBILITY	Mailman Students' mail Photo of uniforms Mail bag Library materials
MOBILITY	Human relationships City geography English composition Interviewing skills History Government
ACCOMPLISHMENT	Interview mailman for news article Develop map of city mail routes Construct a model post office Letter writing to friends and relatives Have children try to carry an authentic filled mail bag Deveop a chart of the city's postal system Write a report explaining recent changes in mail system Discuss delivery of mail throughout history of United States Report on famous messages (Battle of Marathon, Garcia) Report on alternate ways of sending messages (phone, TV, special messenger)

TRUCK DRIVER

ACCESSIBILITY	Truck driver Larger post office (photos) Helicopters (photos) Truck Library materials
MOBILITY	Transportation structure (how mail travels) Geography Cartography skills Interviewing skills Management (central receiving) Labor relations
ACCOMPLISHMENT	Chart differences of post offices in urban and rural areas Interview truck driver for school radio station Report on receiving system of school, of school system Set up a central receiving system in classroom for messages from others in the school Make a map showing the stops one letter may go through Compare work of truck drivers in various businesses Report on mail delivery systems (air, truck, train) Report on handling mail (zip codes)

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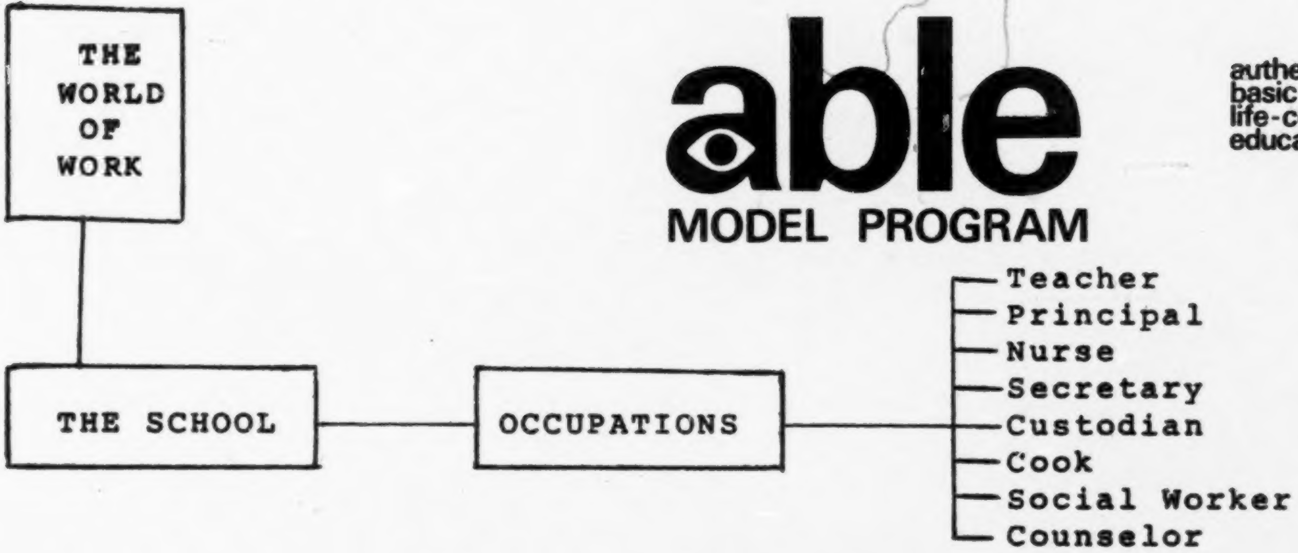

MINI-UNIT I: *SCHOOL AS A WORK COMMUNITY*

This study can be helpful in three ways:

1. Students will see the school as a small community. They will study the occupations which contribute to the successful operation of this small community.
2. Students will meet the "World of Work" first hand.
3. By learning more about the various persons-in-the-occupations, students will be able to discuss the interrelatedness of their roles in the school community.

School unity can be developed through better understanding of occupational roles.

The school is a fertile place to start in an initial exploration of the "World of Work" because all of the resource personnel are close at hand. Teachers could devote as much time as they deemed necessary to this study without having to make elaborate long range plans.

The term mini-unit means exactly what the name implies, a rather small-unit which can be covered in a relatively short time. The mini-unit concept has been incorporated into the study of the school because the school is sort of a mini-society of a microcosm.

What is the value of the mini-unit?

1. A teacher (or student teacher) can present a complete *ABLE-style* unit in a short amount of time.
2. The mini-unit will provide a dynamic demonstration of the *ABLE* concept, *"Take an idea and see where it leads you"*. The mini-unit provides an organizing center that is near, alive, and full of worthwhile content.

TEACHER

ACCESSIBILITY	Teacher School
MOBILITY	Teaching as an occupation School as a socializing institution Learning Management
ACCOMPLISHMENT	Make a bulletin board showing the work of the teacher Discuss the freedom of the teacher to make decisions Discuss how a teacher influences children Write a news article about a current project in the school Roleplay teacher starting a group to work; explaining work to a student who doesn't understand; talking to principal; talking to parents

PRINCIPAL

ACCESSIBILITY	Principal School office
MOBILITY	Role of the school principal as educational leader Professional preparation programs Management - Decision making Public Relations
ACCOMPLISHMENT	Interview the principal to determine how he supervises his teachers (How does he help them plan?) Write article for school newspaper Make a vocabulary list of technical words (curriculum, lesson, interests, subjects) Roleplay members of school board discussing school projects with principal Intern with principal for a day Roleplay principal leading discussion with teachers re: Open School Week (What should we show parents? Why? How can we best do it?)

SCHOOL NURSE

ACCESSIBILITY	School nurse Nurse's office Stethoscope Scale Audio-meter
MOBILITY	Health History Human relationships Safety Vocabulary
ACCOMPLISHMENT	Make a chart of class heights, weights, and measurements Make medical tags Discuss basic first aid procedures List common "incidents" when a school nurse is needed Roleplay nurse and mother discussing health habits of children Discuss childhood diseases Exhibit "tools" used by nurse Review rules of safety to avoid accidents

SCHOOL SECRETARY

ACCESSIBILITY	School secretary School business office Intercom Typewriter Adding machines Photo copy machine
MOBILITY	Training for secretarial work English Bookkeeping Filing Record keeping Human relations
ACCOMPLISHMENT	Use alphabetizing and filing skills in learning center Record the way they have spent their money or how they used their time Roleplay telephone discussions with parents, newspaper reporters, business people Roleplay face-to-face discussions with teachers, children Write news article about office activities Compare school secretary's work to those working in other businesses

SCHOOL CUSTODIAN

ACCESSIBILITY	Custodian Custodian's workshop School
MOBILITY	Heating, lighting, water services Maintenance of building and grounds Sanitation and waste disposal Human relationships Technology Vocabulary
ACCOMPLISHMENT	Report about the heating systems in school and home Discuss landscaping of school and maintenance of grounds Report how waste is disposed of by the school, by the community Discuss how the custodian relates to school community Write about the people in the community who do business with the custodian List tools and supplies used by the custodian to clean, to repair - make a dictionary to show other classes

COOK IN THE SCHOOL CAFETERIA

ACCESSIBILITY	Cook School Cafeteria
MOBILITY	Food preparation for large groups Measurement Geography History Health - standards of cleanliness for kitchen workers Vocabulary development
ACCOMPLISHMENT	Report about a special food from their country of national origin Make up a recipe booklet Prepare selected foods Write article about school cook for class newspaper Make a dictionary of cooking implements (picture for primary grades)

SOCIAL WORKER

ACCESSIBILITY	Social worker Social worker's office
MOBILITY	School and community services Communication skills History Morals
ACCOMPLISHMENT	Roleplay a meeting of social workers preparing for the school year Write an article about the social worker for the school paper Roleplay the social worker giving a speech to the local Chamber of Commerce

SCHOOL COUNSELOR

ACCESSIBILITY	Counselor Counselor's office
MOBILITY	Human relationships Psychology Learning Community services
ACCOMPLISHMENT	Discuss roles of helping people in community Discuss differences between the work of a teacher and the work of a counselor Roleplay a meeting between counselor and child Write a news article about the work of the counselor Roleplay a counselor reporting to the school board

MATHEMATICS AND CAREER EDUCATION

SKILL AREA	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
	. . . PRIMARY . . .	
Solves simple number sentences (1+1=2)	Housewife	Use recipes
Counts from 1-100	Stock Boy	Inventory materials in room
Measures quantities	Clerk	Display items sold by the pound, ounce, pint, gallon, etc.
Recognizes and cuts out shapes	School Crossing Guard, Bus Driver	Make safety signs by cutting out squares, circles, triangles, etc.
	. . . INTERMEDIATE . . .	
Utilize addition, subtraction, multiplication and division concepts	Banker	Set up model bank in classroom
Discusses understanding of fractions	Chef	Follow recipes
Makes change	Grocery Store Clerk	Set up model grocery store
	. . . UPPER . . .	
Solves word problems	Carpet Layer, furniture salesman	Measure furniture in room for possible rearrangements
Uses fractions	Baker	Make cookies for bake sale
Finds perimeters and areas	Architect or Draftsman	Make scale drawings of school building
Finds diameter radius, and circumference of circles	Tire Salesman	Measure bicycle and automobile wheels and compare costs

LANGUAGE ARTS AND CAREER EDUCATION

. . . PRIMARY . . .

SKILL AREA	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
Identifies letters of the alphabet	File Clerk	Alphabetizes names of students in class
Forms letters legibly	Sales Clerk	Set up store and write receipts for articles
Pronounces words correctly	Telephone Operator	Roleplay phone company operations
Places events in sequence	Sportscaster or Reporter	Retell stories using proper sequence
	. . . INTERMEDIATE . . .	
Reads smoothly	Radio Announcer	Poetry (or play) reading
Makes inferences from reading	Newspaper Editor	Group discussion on a contemporary social issue
Finds reference materials	Librarian	Investigate a topic by checking different sources
Selects appropriate words when writing	Secretary	Write letters to outside talent
	. . . UPPER . . .	
Speaks with poise and confidence	Restaurant Hostess	Plan a social event for parents and interested community people
Summarizes and organizes in outline form	Minister	Report interviews with adult talent
Analyzes content	Advertising Manager	Write ads
Transmits intended meaning through oral communication	Lawyer	Arrange a mock political debate

SOCIAL STUDIES AND CAREER EDUCATION

SKILL AREA	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
	. . . PRIMARY . . .	
Follows simple map directions	Policeman	Make a map of neighborhood
Discusses time sequence in terms of people's lives	Relatives and Friends	Describe how grandparents dressed as a child
Uses communication to foster social interaction	Postman	Organize a classroom postal system
	. . . INTERMEDIATE . . .	
Demonstrate how land is used in relationship to topography	Real Estate Salesman	Make models showing different land types: (Mountains, plains, swamps)
Investigates institutions in local community	Board Member, Superintendent, and Representative of Teacher's Organization	Interview school administrator, board member and teacher, and make chart showing interrelationship of roles
Locates buildings on a city map	City Planning Commissioner	Make a model town
	. . . UPPER . . .	
Explains legend on a map	Highway Engineer	Chart cross-country trips
Discusses basic economics of a business	Member of the Chamber of Commerce	Set up a "mock" company
Discusses historical development of transportation	Archeologist and Town Historian	Report on the history of roads

SCIENCE AND CAREER EDUCATION

. . . PRIMARY . . .

SKILL AREA	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
Identifies kinds of plants	Florist	Collect, identify, and display various types of plants
Identifies kinds of animals	Veterinarian	Organize a program for a Pet Day
Describes 5 basic senses	Baker, Perfume Saleslady	Buy ingredients and bake for a social event
	. . . INTERMEDIATE . . .	
Discusses basic water cycle, rain, evaporation, and clouds	Weather Reporter on radio or TV	Set up model weather station
Demonstrates how soil is always being made	Forest Ranger, Farmer, and Soil Conservationist	Build a compost pile
Plans an electric circuit	Electrician	Experiment with batteries, bells, bulbs, buzzers, and beepers
Discusses functions of a motor	Mechanic and Small Appliance Repairman	Compare motors from toy kits with motors from small appliances
	. . . UPPER . . .	
Demonstrate understanding of chemical change	Pharmacist	Make root beer
Demonstrates understanding of gravity	Pilot	Build minature rockets
Demonstrates understanding of vibrations and sounds	Disc-jockey and Musician	Tape record musical compositions

14991

SICCEM INDEX CHECKLIST

☐ Career Education

FORM: The document is or concerns:

☐ Textbooks
☐ Supplementary Textbooks
☐ Study Guides
☐ Teaching Guides
☐ State Curriculum Guides
☐ Program Guides
☑ Resource Guides
☐ Curriculum Guides
☐ Guides
☐ Manuals
☐ Bibliographies
☐ Annotated Bibliographies
☐ Films
☐ Instructional Films

☐ Filmstrips
☐ Visual Aids
☐ Audiovisual Aids
☐ Catalogues
☐ Books
☐ Administrator Guides
☐ Leaders Guides
☐ Instructional Aids
☐ Three Dimensional Aids
☐ Laboratory Manuals
☑ Instructional Materials
☑ Resource Materials
☐ Reference Materials
☐ Programed Materials

LEVEL : Choose narrowest term(s) to cover grade span

☐ Kindergarten
☐ Primary Grades (K-3)
☑ Elementary Grades (K-6)
☐ Intermediate Grades (4-6)
☐ Secondary Grades (7-12)
☐ Post Secondary Education (13-14 and adult)
☐ Adult Education
☐ Grade: 1 2 3 4 5 6 7 8 9 10 11 12 13 14

FIELD (Keyed to grade level)

K-3

☐ Supplies
☐ Services

4-6 If more than 2, skip it

☑ Industry
☐ Marketing
☐ Social Sciences
☑ Services
☐ Humanities

7-12 If more than 3, skip it

☐ Natural Resources
☐ Manufacturing
☐ Construction (Process)
☐ Educational Finance

7-12 (Continued)

☐ Construction (Process)
☐ Educational Finance }
☐ Marketing }
☐ Human Services
☐ Producer Services
☐ Transportation }
☐ Communications }
☐ Government (Administrative Body)
☐ Education
☐ Health }
☐ Welfare }
☐ Humanities
☐ Recreation

COMPONENT Can be as many as 2

☑ Curriculum -Student only
☐ Career Education (AIM or ARM)
☐ Placement (ARM)
☐ Guidance (AIM or ARM)

☐ Community Involvement (ARM)
☐ Inservice Programs (AIM or ARM)
☐ Evaluation (ARM)
☐ Systems Development (ARM)

CONTENT: Terms will cover concepts such as:

[✓ Course Content]
[✓ Objectives]
[✓ Resources]

Requirements
Methods
Procedures

[✓ Activities]
Facilities and Equipment
Other concepts included in abstract

CAREER ELEMENT (all terms are identifiers)

☐ Decisions
☑ Educational Awareness
☐ Self Awareness
☐ Attitudes Appreciations

☑ Career Awareness
☑ Economic Awareness
☐ Beginning Competence
☐ Employment Skills

SICCEM ABSTRACT OUTLINE

I Document Information

A. Grade Level Elementary

B. Time Frame 0
semesters, years, class, hours per unit

C. Type of Instructional Unit

Instructional
- ☐ Audio or visual aid
- ☐ Curriculum Guide
- ☐ Instructors Guide
- ☑ Instructional Unit
- ☐ Student Manual
- ☑ Resource Guide
- ☐ Textbook (Commercial)

Research
- ☐ Report (general)
- ☐ Conference Materials
- ☐ Project Report
- ☐ Teacher Training Unit
- ☐ Evaluation Instrument

D. Physical Description

E. Supplementary Materials

I II Occupational Focus

K-3
- ☐ Supplies
- ☐ Services

4-6
- ☑ Industry
- ☐ Marketing
- ☐ Social Sciences
- ☑ Services
- ☐ Humanitiés

7-12
- ☐ Natural Resources
- ☐ Manufacturing

7-12 (Continued)
- ☐ Educational Finance
- ☐ Marketing
- ☐ Transportation
- ☐ Communications
- ☐ Government (Administrative Body)
- ☐ Education
- ☐ Health
- ☐ Welfare
- ☐ Human Services
- ☐ Producer Services
- ☐ Humanities
- ☐ Recreation
- ☐ Construction (Process)

III Development

A. Developed by: (specify level)
state level research project

B. Extent or status of testing
- ☐ Trial Edition
- ☐ Being Pilot Tested
- ☑ Complete, in use, being evaluated informally
- ☐ Other has been tested evaluated; revised

IV User

A Teacher requirements - Education, Experience

B Student population - if special characteristics
- ☐ non-reader
- ☐ alienated
- ☐ underachiever
- ☐ high achiever
- ☐ ethnic group
- ☐ over-age
- ☐ identified drop-out
- ☐ handicapped

V Subject Matter Content

A. Components of Treatment Units
- ☑ Curriculum guide including scope and sequence, outline of content activities
- ☐ Teachers manual with teaching suggestions, other items such as reference materials, sample student materials (Specific in Abstract)
- ☐ Supportive instructional materials including audio or visual
- ☐ Student use materials such as project manuals workbooks, sample forms
- ☐ Guidance programs and materials
- ☐ Suggested community relations and community agency support programs including parent education
- ☐ Program organization and administration guidelines
- ☐ Suggested data information procedures, including student population
- ☐ In-service training program
- ☐ Placement, programs and procedures

B. Instructional Approaches
- ☐ Objectives in performance terms?
- ☑ Innovative in substance or procedure?
- ☐ Self contained or component of larger element?
- ☑ Content in more than one instructional medium, activity or learning style?
- ☑ Clear explanation of rationale
- ☐ Feedback procedures for pupil reinforcement.
- ☑ Real life situations e.g. role playing situations or field trips. (specify)
- ☐ Supplementary exercises for students not progressing as intended
- ☐ Generates a high level of student/community involvement and interaction
- ☑ Generates a high level of student/community involvement and interaction
- ☑ Generates student involvement